

Independent Evaluation of the California High School Exit Examination (CAHSEE): 2006 Evaluation Report—Appendices A Through C

Volume 2

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Appendix A: Principal Survey Items and Responses

This appendix lists the exact wording of all principal survey items. Alongside each response option is the frequency of responses. Note that throughout this appendix, responses may not total to 100 percent due to rounding. In addition, when individual respondents were allowed to select multiple responses, totals likely exceed 100 percent; the opportunity to select multiple responses is indicated in the item stem (e.g., “Mark all that apply”).

1. Including the 2005–2006 school year, how many years...

...have you been a principal (or school-level administrator)?	1–5 years (30%) 6–10 years (40%) 11–15 years (14%) 16–20 years (10%) 21–25 years (4%) 26–30 years (0%) 31–35 years (2%)
...were you a teacher?	1–5 years (16%) 6–10 years (24%) 11–15 years (14%) 16–20 years (26%) 21–25 years (12%) 26–30 years (4%) 31–35 years (2%)
...have you worked in your present school?	1–5 years (49%) 6–10 years (22.4%) 11–15 years (12.2%) 16–20 years (4%) 21–25 years (0%) 26–30 years (8%) 31–35 years (4%)
...have you worked in public schools?	1–5 years (2%) 6–10 years (10%) 11–15 years (16%) 16–20 years (12%) 21–25 years (10%) 26–30 years (28%) 31–35 years (14%) 36–40 years (8%)

2. For the 2005–2006 school year:

How many teachers are on your staff?	1–25 (10%) 26–50 (8%) 51–75 (16%) 76–100 (26%) 101–125 (12%) 126–150 (12%) 151–175 (6%) 176–200 (2%) 210–225 (0%) 226–250 (2%)
What percentage of your teachers has taught at this school for 3 years or more?	1–5 (0%) 6–10 (0%) 11–15 (0%) 16–20 (0%) 21–25 (0%) 26–30 (0%) 31–35 (0%) 36–40 (4%) 41–45 (0%) 46–50 (6%) 51–55 (0%) 56–60 (6%) 61–65 (4%) 66–70 (10%) 71–75 (22%) 76–80 (14%) 81–85 (16%) 86–90 (12%) 91–95 (8%)

What percentage of your teachers has earned advanced degrees (i.e., beyond BA/BS)?	1–5 (2%) 6–10 (2%) 11–15 (6%) 16–20 (4%) 21–25 (10%) 26–30 (6%) 31–35 (4%) 36–40 (8%) 41–45 (4%) 46–50 (18%) 51–55 (4%) 56–60 (10%) 61–65 (2%) 66–70 (4%) 71–75 (2%) 76–80 (0%) 81–85 (4%) 86–90 (6%) 91–95 (4%)
What percentage of your teachers is certified in the subject they are teaching?	1–5 (0%) 6–10 (0%) 11–15 (0%) 16–20 (0%) 21–25 (0%) 26–30 (0%) 31–35 (0%) 36–40 (0%) 41–45 (0%) 46–50 (0%) 51–55 (0%) 56–60 (4%) 61–65 (0%) 66–70 (2%) 71–75 (2%) 76–80 (2%) 81–85 (4%) 86–90 (12%) 91–95 (22%) 96–100 (53%)

3. Indicate any major faculty or staff changes your school has had over the past three years. (Mark all that apply.)

Increased number of teachers (46%)
 Decreased number of teachers (16%)
 Increased number of principals or other administrators (26%)
 Decreased number of principals or other administrators (20%)
 No major faculty or staff changes (34%)

4. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

Remedial Courses (83%)
 Magnet Program (36%)
 Special Education (92%)
 Program for English Learners (92%)
 Multicultural/Diversity-Based (34%)
 Advanced Placement (83%)
 International Baccalaureate (38%)
 School/Community/Business Partnerships (45%)
 Targeted Tutoring (60%)
 Other (specify) (11%)

Reasons	n	Percentage of Students Participating in Specialty Education Programs					
		0%	1-20%	21-40%	41-60%	61-80%	81-100%
Remedial courses	39	11	64	8	3	11	3
Magnet Program	17	44	44	6	0	0	6
Special Education	43	0	88	8	3	0	3
Program for English Learners	43	2	69	21	2	2	2
Multicultural/Diversity-Based	16	56	6	0	0	19	19
Advanced Placement	39	3	68	24	3	0	3
International Baccalaureate	18	67	22	11	0	0	0
School/Community/Business Partnerships	21	19	71	5	5	0	0
Targeted Tutoring	28	11	70	11	4	4	0
Other	5	60	0	0	0	20	20

5. For each of the categories of students below, estimate your current graduation rate.

	Current graduation rate (% of entering 9th graders who graduate within 4–5 years)
Seniors Overall	1–5 (0%) 6–10 (0%) 11–15 (0%) 16–20 (0%) 21–25 (0%) 26–30 (0%) 31–35 (0%) 36–40 (2%) 41–45 (2%) 46–50 (2%) 51–55 (2%) 56–60 (7%) 61–65 (2%) 66–70 (5%) 71–75 (2%) 76–80 (7%) 81–85 (5%) 86–90 (5%) 91–95 (19%) 96–100 (37%)

American Indian/ Alaskan Native	0 (19%) 1–5 (23%) 6–10 (3%) 11–15 (0%) 16–20 (0%) 21–25 (0%) 26–30 (3%) 31–35 (0%) 36–40 (0%) 41–45 (0%) 46–50 (0%) 51–55 (0%) 56–60 (3%) 61–65 (0%) 66–70 (0%) 71–75 (0%) 76–80 (0%) 81–85 (0%) 86–90 (10%) 91–95 (3%) 96–100 (36%)
Asian or Pacific Islander	0 (8%) 1–5 (13%) 6–10 (8%) 11–15 (0%) 16–20 (3%) 21–25 (3%) 26–30 (0%) 31–35 (0%) 36–40 (0%) 41–45 (0%) 46–50 (3%) 51–55 (0%) 56–60 (3%) 61–65 (0%) 66–70 (0%) 71–75 (3%) 76–80 (5%) 81–85 (0%) 86–90 (8%) 91–95 (5%) 96–100 (40%)

African American, not Hispanic origin	0 (5%) 1–5 (10%) 6–10 (10%) 11–15 (0%) 16–20 (0%) 21–25 (3%) 26–30 (0%) 31–35 (3%) 36–40 (5%) 41–45 (3%) 46–50 (0%) 51–55 (0%) 56–60 (5%) 61–65 (3%) 66–70 (0%) 71–75 (5%) 76–80 (3%) 81–85 (0%) 86–90 (13%) 91–95 (3%) 96–100 (31%)
Caucasian not Hispanic origin	0 (3%) 1–5 (3%) 6–10 (0%) 11–15 (3%) 16–20 (0%) 21–25 (0%) 26–30 (0%) 31–35 (3%) 36–40 (0%) 41–45 (8%) 46–50 (3%) 51–55 (3%) 56–60 (3%) 61–65 (0%) 66–70 (3%) 71–75 (8%) 76–80 (5%) 81–85 (3%) 86–90 (16%) 91–95 (3%) 96–100 (39%)

Hispanic/ Latino	0 (2.5%) 1–5 (0%) 6–10 (0%) 11–15 (0%) 16–20 (8%) 21–25 (5%) 26–30 (0%) 31–35 (3%) 36–40 (8%) 41–45 (3%) 46–50 (5%) 51–55 (3%) 56–60 (8%) 61–65 (3%) 66–70 (5%) 71–75 (3%) 76–80 (5%) 81–85 (0%) 86–90 (10%) 91–95 (8%) 96–100 (25%)
Other (specify)	0 (29%) 1–5 (29%) 6–10 (14%) 11–15 (0%) 16–20 (14%) 21–25 (0%) 26–30 (0%) 31–35 (0%) 36–40 (0%) 41–45 (0%) 46–50 (0%) 51–55 (0%) 56–60 (0%) 61–65 (0%) 66–70 (0%) 71–75 (0%) 76–80 (0%) 81–85 (0%) 86–90 (0%) 91–95 (0%) 96–100 (14%)

About the California High School Exit Examination

6. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity below as their choice for the year after they graduate from high school? The percentages should total approximately 100%.

	0	1–10%	11–20%	21–30%	31–40%	41–50%	51–60%	61–70%	71–80%	81–90%	91–100%
a. Working full time	0%	48.6%	16.2%	16.2%	8.1%	2.7%	2.7%	0%	0%	5.4%	0%
b. Attending a vocational, technical, or business school	2.8%	63.9%	25.0%	2.8%	2.8%	0%	0%	0%	2.8%	0%	0%
c. Attending a 2-year college	0%	5.1%	7.7%	25.6%	28.2%	12.8%	15.4%	2.6%	2.6%	0%	0%
d. Attending a 4-year college, service academy, university	2.6%	10.3%	23.1%	20.5%	12.8%	15.4%	10.3%	2.6%	0%	2.6%	0%
e. Serving in the regular military service	2.6%	89.5%	5.3%	2.6%	0%	0%	0%	0%	0%	0%	0%
f. Other	8.3%	75.0%	8.3%	0%	0%	0%	0%	0%	0%	0%	8.3%
We do not collect this type of data. (88.2%)											

7. (a) How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

They know nothing about the exam. (0%)

They have only general information about the exam. (15.9%)

They know what knowledge and skills are covered by the exam. (97.7%)

They know the times of year when the exam is given. (93.2%)

They know which students have the opportunity to take the exam. (86.4%)

7. (b) What is your estimate of the percentage of students in your school who are aware of what knowledge and skills are covered by the exam?

1–5 (0%)
6–10 (2%)
11–15 (0%)
16–20 (0%)
21–25 (0%)
26–30 (0%)
31–35 (0%)
36–40 (2%)
41–45 (0%)
46–50 (2%)
51–55 (0%)
56–60 (7%)
61–65 (2%)
66–70 (2%)
71–75 (7%)
76–80 (16%)
81–85 (5%)
86–90 (14%)
91–95 (11%)
96–100 (30%)

8. (a) How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

They know nothing about the exam. (5%)
They have only general information about the exam. (59%)
They know what knowledge and skills are covered by the exam. (57%)
They know when the exam will be given. (82%)
They know which students have the opportunity to take the exam. (77%)

8. (b) What is your estimate of the percentage of parents of students in your school who are aware of what knowledge and skills are covered by the exam?

1–5 (5%)
6–10 (2%)
11–15 (2%)
16–20 (14%)
21–25 (2%)
26–30 (2%)
31–35 (5%)
36–40 (2%)
41–45 (0%)
46–50 (18%)
51–55 (2%)
56–60 (9%)
61–65 (2%)
66–70 (7%)
71–75 (5%)
76–80 (7%)
81–85 (2%)
86–90 (7%)
91–95 (0%)
96–100 (67%)

9. The relationship between your district's standards for English–language arts and those described by the *English–Language Arts Content Standards and the Reading/Language Arts Framework* can best be described by which of the following statements? (Mark only one.)

Our district has adopted the state content standards. (77%)
The state content standards include more than our district content standards. (2%)
Our district content standards include more than the state content standards. (21%)
I cannot judge the relationship between our district standards and the state standards. (0%)

10. The relationship between your district's standards for mathematics and those described by the *Mathematics Content Standards and the Mathematics Framework* can best be described by which of the following statements? (Mark only one.)

Our district has adopted the state content standards. (77%)

The state content standards include more than our district content standards. (2%)

Our district content standards include more than the state content standards. (21%)

I cannot judge the relationship between our district standards and the state standards. (0%)

11. Consider the full set of state content standards and mark ALL that apply.

Our district encourages use of the content standards to organize instruction.	80.4%
Our current ELA textbooks align well with the content standards.	70.6%
Our current math textbooks align well with the content standards.	76.5%
We can cover all of the content standards with a mix of textbooks and supplemental material.	51.0%
Our district is in the process of aligning its curriculum to the state content standards.	29.4%
Our district is in the process of aligning its curriculum across grade levels to the content standards.	31.4%
Our district has a plan that ensures that all high school students receive instruction in each of the content standards.	70.6%
Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.	43.1%
Our district (or school) is hiring only teachers certified in their field.	64.7%
Our district (or school) is assigning teachers only in their certified fields.	60.8%

12. What training has been provided to your school faculty/staff to prepare students for the CAHSEE? (Mark all that apply.)

No special preparation. (5%)

Administrators participated in test administration workshops. (86%)

Delivered local workshops on test administration. (61%)

Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion). (66%)

Provided test-taking strategies. (75%)

Other (please specify) (21%)

13. What do you think is most helpful about the CAHSEE individual and group score reports? (Mark only one.)

- Timeliness (18%)
- Comprehensiveness (9%)
- Ease of understanding (30%)
- Usefulness for instruction (32%)
- Other (please specify) (2%)
- Have not seen a score report (9%)

14. What information do you use to identify students who are at risk of not passing the CASHEE or scoring Below Basic or Far Below Basic on the CST in a particular subject? (Mark all that apply.)

- NRT results (7%)
- CST results (89%)
- District end-of-course (EOC) results (43%)
- District assessments (benchmarks, math facts, etc.) (68%)
- Teacher judgment (57%)
- Other (please specify) (14%)

15. What activities did your school undertake to prepare students for the spring 2006 administration of the CAHSEE? (Mark all that apply.)

		For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.
0%	No special preparation	0%
94.9%	a. Encouraged students to work hard and prepare	24%
100%	b. Emphasized the importance of the CAHSEE	51%
69.2%	c. Encouraged students (and through their parents) to take demanding courses	14%
94.9%	d. Provided individual/group tutoring	55%
64.1%	e. Had students work with computers	6%
79.5%	f. Taught test-taking skills	26%
41%	g. Modified curriculum	14%
66.7%	h. Included teachers other than ELA and math in instructional planning for the CAHSEE	22%
41%	i. Increased summer school offerings	2%
17.9%	j. Added homework	0%
43.6%	k. Eliminated electives in favor of remedial classes	16%
66.7%	l. Used school test results to change instruction	29%
69.2%	m. Used school test results to design remedial instruction	24%
66.7%	n. Adopted state content standards	26%
2.6%	o. Changed graduation requirements to include courses that enhance student success on the CAHSEE	2%
2.6%	p. Other (specify):	0%

16. During this school year (2005–2006), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- None (0%)
- Less than 6 hours (2%)
- 6–15 hours (9%)
- 16–35 hours (30%)
- More than 35 hours (59%)

17. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between teaching to the test and aligning curriculum and instruction to the standards?

Fewer than 50% (7%)
 50–74% (34%)
 75–95% (39%)
 Greater than 95% (21%)
 Unsure (0%)

18. Based on your knowledge of your faculty, what percentage of your teachers HAVE copies of the CST/CAHSEE blueprints?

Fewer than 50% (16%)
 50–74% (16%)
 75–95% (32%)
 Greater than 95% (32%)
 Unsure (6%)

19. Based on your knowledge of your faculty, what percentage of your teachers USE the blueprints for lesson planning?

Fewer than 50% (27%)
 50–74% (41%)
 75–95% (27%)
 Greater than 95% (0%)
 Unsure (5%)

20. What evidence do you collect that teachers are "teaching to the standards" (i.e. using standards documents, frameworks and/or blueprints)? (Mark all that apply.)

Subject	Goal setting and other individual conferences	Classroom visits; Walk-throughs or other informal interactions	Reports from department chairs or others responsible for supervising instruction	Discussions at faculty meeting	School or district level in-service	Teacher-generated instructional and assessment materials	Other
ELA	83.7%	95.3%	76.7%	93.0%	72.1%	76.7%	16.3%
Mathematics	83.7%	95.3%	79.1%	90.7%	74.4%	76.7%	16.3%

21. How responsible do you think teachers other than those in ELA and math view themselves for student success on the CAHSEE?

Very responsible (23%)
 Somewhat responsible (58%)
 Slightly responsible (19%)
 Not at all responsible (0%)

22. What plans has your school made for assisting high school students who do not pass the exit exam or who do not seem prepared to take it?

No special plans (0%)	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. Increased high school remedial courses	14.6%	2.4%	36.6%	46.3%
b. Reduced high school electives in favor of remedial classes	34.2%	0%	28.9%	36.8%
c. Increased high school summer school offerings	15.4%	17.9%	23.1%	43.6%
d. Provided individual/group tutoring	0%	4.8%	28.6%	66.7%
e. Had students work with computers for remedial instruction	9.8%	12.2%	48.8%	29.3%
f. Added homework	65.7%	5.7%	17.1%	11.4%
g. Adopted state content standards	0%	2.4%	12.2%	85.4%
h. Altered high school curriculum	33.3%	5.6%	25.0%	36.1%
i. Included teachers other than ELA and math in instructional planning for the CAHSEE	7.7%	10.3%	43.6%	38.5%
j. Worked with feeder middle schools	20.5%	17.9%	46.2%	15.4%
k. Developed parent support program	25.0%	22.2%	38.9%	13.9%
l. Used school test results to change high school instruction	5.1%	10.3%	46.2%	38.5%
m. Evaluated high school students' abilities and placed them in courses/programs accordingly	0%	4.7%	48.8%	46.5%
n. Ensured we are offering demanding courses from the beginning	0%	2.7%	32.4%	64.9%
o. Ensured that students are taking demanding courses from the beginning	0%	5.4%	37.8%	56.8%
p. Other (specify):	0%	0%	0%	100%

23. What percentage of your seniors is unlikely to graduate for the following reasons? (Enter estimated percentage for all that apply.)

Because of the CAHSEE requirement only	0 (7%) 1–5 (60%) 6–10 (10%) 11–15 (2%) 16–20 (10%) 21–25 (0%) 26–30 (5%) 31–35 (0%) 36–40 (4%) 41–45 (0%) 46–50 (7%)
Because of the CAHSEE requirement AND failure to meet other requirements	0 (8%) 1–5 (43%) 6–10 (10%) 11–15 (8%) 16–20 (3%) 21–25 (10%) 26–30 (3%) 31–35 (0%) 36–40 (0%) 41–45 (3%) 46–50 (13%) 51–55 (0%) 56–60 (0%) 61–65 (0%) 66–70 (0%) 71–75 (0%) 76–80 (3%)

Because of failure to meet other requirements only	0 (5%) 1–5 (59%) 6–10 (8%) 11–15 (5%) 16–20 (5%) 21–25 (0%) 26–30 (3%) 31–35 (3%) 36–40 (0%) 41–45 (0%) 46–50 (5%) 51–55 (0%) 56–60 (3%) 61–65 (0%) 66–70 (3%)
Total [of all seniors]	1–5 (49%) 6–10 (13%) 11–15 (10%) 16–20 (5%) 21–25 (3%) 26–30 (3%) 31–35 (0%) 36–40 (0%) 41–45 (0%) 46–50 (5%) 51–55 (0%) 56–60 (0%) 61–65 (0%) 66–70 (3%) 71–75 (0%) 76–80 (3%) 81–85 (3%) 86–90 (0%) 90–95 (3%) 96–100 (3%)

24. What options are available for seniors who do not pass both parts of the CAHSEE? (Mark all that apply.)

Summer program with retesting 8%)
 Retention in 12th grade (46%)
 GED (77%)
 High school diploma through community college (64%)
 Certificate of completion (68%)
 Other certificate (11%)

25. To what extent does the CAHSEE draw resources away from the following?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. Vocational courses	45.5%	29.5%	9.1%	15.9%
b. Advanced courses	67.4%	18.6%	9.3%	4.7%
c. Courses in other academic subject areas	43.2%	27.3%	22.7%	6.8%
d. Courses in the arts	43.2%	29.5%	15.9%	11.4%
e. Other (specify)	25.0%	50.0%	25.0%	0%

26. Based on what you know about your school, what do you predict the effect of the CAHSEE is on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a. ...student motivation prior to taking the exam for the first time?	0%	2.3%	6.8%	47.7%	43.2%
b. ...motivation to excel for students who pass the first time?	0%	0%	45.5%	36.4%	18.2%
c. ...motivation to excel for students who do not pass the first time?	0%	6.8%	6.8%	81.8%	4.5%
d. ...parental involvement prior to the first required administration of the exam?	0%	0%	50.0%	43.2%	6.8%
e. ...parental involvement for students who pass the exam?	0%	4.5%	61.4%	29.5%	4.5%
f. ...parental involvement for students who do not pass the exam?	0%	2.3%	22.7%	56.8%	18.2%
g. ...student retention rates?	2.3%	6.8%	43.2%	45.5%	2.3%
h. ...student dropout rates?	0%	6.8%	43.2%	50.0%	0%

27. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

Considerably Improved (16%)

Improved (59%)

No Effect (25%)

Weakened (0%)

Considerably Weakened (0%)

28. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the English–language arts content standards for the CAHSEE?

	Fewer Than 50%	50–74%	75–95%	Greater Than 95%
a. ...all your school's 10th grade students	2.3%	2.3%	27.3%	68.2%
b. ...10th grade students with disabilities in SDC	9.3%	18.6%	32.6%	39.5%
c. ...10th grade students with disabilities in RSP	2.3%	9.1%	27.3%	61.4%
d. ...10th grade English learners	4.7%	14.0%	30.2%	51.2%

29. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

	Fewer Than 50%	50–74%	75–95%	Greater Than 95%
a. ...all your school's 10th grade students	2.3%	6.8%	25.0%	65.9%
b. ...10th grade students with disabilities in SDC	16.7%	16.7%	28.6%	38.1%
c. ...10th grade students with disabilities in RSP	4.5%	11.4%	27.3%	56.8%
d. ...10th grade English learners	7.0%	11.6%	30.2%	51.2%

30. Which of the following do you think had an impact on your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

	Not a Factor	Possibly a Factor	Definitely a Factor	Indicate the three areas you feel have the greatest impact (1 = greatest)		
a. Lack of preparation needed to pass	20.5%	61.4%	18.2%	1 (25.0%)	2 (29.2%)	3 (45.8%)
b. Lack of motivation	18.2%	38.6%	43.2%	1 (38.7%)	2 (32.3%)	3 (29.0%)
c. Poor attendance	22.7%	22.7%	54.5%	1 (36.4%)	2 (36.4%)	3 (27.3%)
d. Too many tests to prepare for	45.5%	38.6%	15.9%	1 (9.1%)	2 (36.4%)	3 (54.5%)
e. Language barriers	13.6%	25%	61.4%	1 (56.7%)	2 (13.3%)	3 (30.0%)
f. Lack of credentialed ELA teachers	88.6%	11.4%	0%	1 (16.7%)	2 (16.7%)	3 (66.7%)
g. Lack of credentialed math teachers	86.4%	11.4%	2.3%	1 (42.9%)	2 (0%)	3 (57.1%)
h. Other (specify)	60.0%	0%	40.0%	1 (0%)	2 (66.7%)	3 (33.3%)

31. To what extent have financial constraints limited your ability to provide the following services to help students pass the CAHSEE during the past four years?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	56.8%	25.0%	13.6%	4.5%
b. Remediation	36.4%	34.1%	20.5%	9.1%
c. Individual student assistance	36.4%	36.4%	20.5%	6.8%
d. Teacher and school support services	36.4%	38.6%	20.5%	4.5%
e. Student and parent support services	31.8%	47.7%	13.6%	6.8%
f. Teacher access to in-service training on content standards	65.9%	20.5%	9.1%	4.5%
g. Teacher access to in-service training on instructional techniques	61.4%	22.7%	9.1%	6.8%
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	59.1%	22.7%	11.4%	6.8%

32. To what extent do you anticipate financial constraints will limit your ability to provide the following services to help students pass the CAHSEE in the next few years?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	50.0%	31.8%	15.9%	2.3%
b. Remediation	36.4%	36.4%	18.2%	9.1%
c. Individual student assistance	25.0%	43.2%	29.5%	2.3%
d. Teacher and school support services	40.9%	29.5%	29.5%	0%
e. Student and parent support services	37.2%	37.2%	20.9%	4.7%
f. Teacher access to in-service training on content standards	56.8%	27.3%	13.6%	2.3%
g. Teacher access to in-service training on instructional techniques	54.5%	25.0%	18.2%	2.3%
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	54.5%	25.0%	15.9%	4.5%

33. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	0%	2.3%	20.5%	77.3%
b. Encourage all students to take Algebra 1	2.3%	4.5%	13.6%	79.5%
c. Individual student assistance	2.3%	9.1%	40.9%	47.7%
d. CAHSEE prep classes to prepare students to take the CAHSEE	0%	6.8%	40.9%	52.3%
e. Remediation courses for students who do not initially pass the CAHSEE	4.5%	4.5%	36.4%	54.5%
f. Teacher and school support services	2.3%	13.6%	40.9%	43.2%
g. Student and parent support services	6.8%	29.5%	40.9%	22.7%
h. Teacher access to in-service training on content standards	4.5%	4.5%	34.1%	56.8%
i. Teacher access to in-service training on instructional techniques	2.3%	9.1%	40.9%	47.7%
j. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	2.3%	13.6%	45.5%	38.6%

34. Which of the following plans or strategies have you and your faculty/staff implemented to address participation in the CAHSEE by students with disabilities? (Mark all that apply.)

Follow IEP or 504 Plan (96%)
 Modify IEP or 504 Plan (75%)
 Provide accommodations and/or additional assistance (89%)
 Provide modifications (84%)
 Offer special academic work programs (46%)
 Encourage staff development in special education (59%)
 Mainstream students with disabilities (82%)
 Other (please specify) (7%)
 No plans or strategies implemented (0%)
 We have no students with disabilities (2%)

35. Which of the following plans or strategies have you and your faculty/staff implemented to help English learners (EL) overcome barriers so they can succeed in meeting the requirements of the CAHSEE? (Mark all that apply.)

Provide accommodations and/or additional assistance (82%)

Provide modifications (50%)

Offer special academic work programs (46%)

Encourage staff development in EL education (75%)

Mainstream EL students (80%)

Other (please specify) (11%)

No plans or strategies implemented (2%)

We have no EL students (5%)

36. Please describe any specific benefits and challenges for your school and students that you feel are associated with successfully meeting the requirements of the CAHSEE.

Appendix B: Teacher Survey Items and Responses

This appendix lists the exact wording of all teacher survey items. Alongside each response option is the frequency of responses.

1. What is your highest level of education?

Bachelor's (4-year) degree (13.4%)
 Some graduate school (34.2%)
 Master's Degree (49.5%)
 Doctorate (2.0%)
 Other (please specify) (1.0%)

2. What is the primary subject area you teach?

English–Language Arts (ELA) (47.5%)
 Mathematics (Math) (52.5%)

3. Are you certified in your primary subject area?

Yes (82.7%)
 No (specify other area) (17.3%)

4. Including the 2005–2006 school year, how many years...

... were you a teacher?	1–5 years (26.4%) 6–10 years (29.4%) 11–15 years (14.2%) 16–20 years (10.7%) 21–25 years (5.6%) 26–30 years (5.1%) 31–35 years (5.1%) 36–40 years (2.5%) 41–45 years (0.5%) 45–50 years (0%) 51–55 years (0.5%)
...been a teacher in your primary subject area?	0 (1.6%) 1–5 years (29.5%) 6–10 years (29.4%) 11–15 years (14.2%) 16–20 years (8.9%) 21–25 years (4.7%) 26–30 years (4.7%) 31–35 years (5.3%) 36–40 years (2.1%)

...taught in your present school?	1–5 years (50.3%)
	6–10 years (28%)
	11–15 years (5.8%)
	16–20 years (9%)
	21–25 years (4.2%)
	26–30 years (1.1%)
	31–35 years (1.1%)
	36–40 years (0.5%)

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

5. What grade level do you teach? (Select all that apply)

9th (80.2%)
10th (78.2%)
11th (62.9%)
12th (60.4%)

6. What is your average enrollment per class period this year?

1–5 (2.5%)
6–10 (0.5%)
11–15 (1.0%)
16–20 (14.5%)
21–25 (21.0%)
26–30 (27.0%)
31–35 (28.5%)
36–40 (5.0%)

7. What is the average percentage of the students in your classes who speak English fluently?

100% (13.4%)
90% – 99% (51%)
75% – 89% (23.3%)
50% – 74% (8.4%)
Less than 50% (4%)

8. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

None (0.5%)

Less than 1 hour (35.1%)

1 – 3 hours (49.5%)

More than 3 hours (14.9%)

9. In general, how often do you plan for students in your classes to: ...? (Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	56.4%	27.2%	5.9%	4.0%	6.4%
b. Do work from supplemental materials	30.7%	55%	12.4%	1.0%	1.0%
c. Do work on the computer	4.5%	12.4%	33.7%	17.8%	31.7%
d. Work with hands-on materials, physical models, or manipulatives	3.0%	8.9%	35.1%	23.8%	29.2%
e. Work in pairs or small groups	27.4%	39.3%	22.9%	3.5%	7.0%
f. Take quizzes or tests	4.0%	62.7%	32.8%	0%	0.5%
g. Be asked to apply subject area knowledge to real-world situations	26.7%	40.1%	26.7%	4.5%	2.0%
h. Write a few sentences about a topic or its consequences (or a math problem or its solution)	34.7%	31.7%	14.4%	11.4%	7.9%
i. Write reports or complete projects	1.0%	7.0%	39.0%	31.0%	22.0%
j. Conduct research on issues or ideas	0.5%	4.5%	20.3%	34.7%	40.1%
k. Present their work to the class	4.0%	21.8%	37.1%	23.3%	13.9%

10. During the current school year (2005–2006), how much time, in total, did you spend in professional development workshops, in-service, or seminars in your primary subject area? Include attendance at district-sponsored training and external training.

None (3.5%)
Less than 6 hours (16.4%)
6 – 15 hours (27.4%)
16 – 35 hours (21.4%)
More than 35 hours (31.3%)

11. To what extent do you think your instruction has benefited from professional development over the past four years?

Not At All (2.5%)
To a Slight Extent (27.4%)
To a Moderate Extent (36.3%)
To a Great Extent (33.8%)

About the California High School Exit Examination

12. How useful do you find the CDE Web site as a source of information about the CAHSEE?

Not At All Useful (3.0%)
Slightly Useful (12.9%)
Somewhat Useful (30.3%)
Very Useful (17.9%)
I am not familiar with the CDE Web site (35.8%)

13. How useful do you find the CAHSEE Teacher Guide as a source of information to help prepare your students for the CAHSEE?

Not At All Useful (1.0%)
Slightly Useful (15.4%)
Somewhat Useful (35.8%)
Very Useful (29.4%)
I am not familiar with the CAHSEE Teacher Guide (18.4%)

14. To be answered only by English–language arts teacher. Based on your knowledge of the ELA content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

Less than 1/4 (0%)
1/4 – 1/2 (5.2%)
About 3/4 (15.6%)
Almost all (69.8%)
No knowledge of the CAHSEE English–Language Arts standards (9.4%)

15. To be answered only by mathematics teacher. Based on your knowledge of the mathematics content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

Less than 1/4 (5.8%)
1/4–1/2 (7.7%)
About 3/4 (17.3%)
Almost all (67.3%)
No knowledge of the CAHSEE mathematics standards (1.9%)

16. Based on instruction in your school and what you know about your feeder schools, how well prepared to pass the High School Exit Examination were 10th graders in this school year (2005–2006)?

Very well prepared (13.9%)
Well prepared (34.3%)
Prepared (34.3%)
Not well prepared (14.4%)
Not at all prepared (1.0%)

17. a. During this school year (2005–2006), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review)?

None (5.0%)
Less than 6 hours (23.9%)
6–15 hours (29.4%)
16–35 hours (20.9%)
More than 35 hours (20.9%)

17. b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

None (24.4%)
Less than 6 hours (36.8%)
6–15 hours (25.4%)
16–35 hours (7.5%)
More than 35 hours (6.0%)

17. c. During this school year (2005–2006), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

None (5.5%)
Less than 6 hours (36.8%)
6–15 hours (29.4%)
16–35 hours (18.4%)
More than 35 hours (10.0%)

18. How would you rate the quality of the professional development related to the California High School Examination you have received this year?

	Poor	Fair	Good	Excellent	Did not have any
From local sources?	7.5%	21.9%	33.8%	11.9%	24.9%
From state sources?	10.2%	20.3%	27.0%	4.1%	38.1%

19. What activities did you personally undertake to prepare your students for the Spring 2006 administration of the CAHSEE? (Mark all that apply.)

		For those activities you marked in the 1st column, mark the three (3) that you consider most important in CAHSEE preparation for your students.
4.5%	No special preparation	
86.6%	Encouraged students to work hard and prepare	30.2%
88.7%	Emphasized the importance of the CAHSEE	42.6%
35.6%	Encouraged students (and through their parents) to take demanding courses	8.4%
66.0%	Provided individual/group tutoring	25.7%
17.0%	Had students work with computers for remedial instruction	4.0%
81.4%	Taught test-taking skills	44.1%
61.9%	Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE administration	27.7%
5.7%	Worked with feeder school teachers	2.0%
51.0%	Modified my instruction	13.9%
26.8%	Encouraged other teachers to include instructional activities that incorporate ELA or math standards	3.5%
86.1%	Talked with my students	19.3%
26.3%	Added homework	3.0%
29.4%	Administered "early warning" tests	7.4%
53.1%	Used class test results to change instruction	15.8%
40.2%	Used class test results to design remedial instruction	12.9%
18.6%	Encouraged summer school attendance	1.0%
20.6%	Suggested remedial classes rather than electives	3.5%
26.3%	Talked or worked with parents	5.0%
7.2%	Other (specify)	5.0%

20. How responsible do you think teachers other than ELA and math view themselves for student success on the CAHSEE?

Very responsible (46%)
 Somewhat responsible (35%)
 Slightly responsible (0%)
 Not at all responsible (19%)

21. Based on what you know about your school, what do you believe the effect of the CAHSEE is on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a. ...student motivation prior to taking the exam for the first time?	0.5%	1.0%	21.9%	66.2%	10.4%
b. ...motivation to excel for students who pass the first time?	0.5%	3.5%	41.3%	42.8%	11.9%
c. ...motivation to excel for students who do not pass the first time?	1.5%	11.6%	14.6%	56.3%	16.1%
d. ...parental involvement prior to the first required administration of the exam?	1.5%	2.0%	62.7%	31.3%	2.5%
e. ...parental involvement for students who pass the exam?	2.5%	4.5%	72.5%	19%	1.5%
f. ...parental involvement for students who do not pass the exam?	1.0%	2.0%	41.0%	52.0%	4.0%
g. ...student retention rates?	1.0%	7.5%	56.0%	33.0%	2.5%
h. ...student dropout rates?	1.0%	5.6%	55.6%	29.8%	8.1%

22. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

Considerably Improved (9.0%)

Improved (57.2%)

No Effect (28.9%)

Weakened (4.0%)

Considerably Weakened (1.0%)

23. Please describe any specific benefits and challenges for your school and students that you feel are associated with successfully meeting the requirements of the CAHSEE.

Appendix C: Student Questionnaire Responses

A questionnaire was administered to students at the end of each of the CAHSEE tests to investigate several topics, including how students prepared for the CAHSEE, how topics on the test were covered in their courses, factors that may have prevented them from performing well on the tests, and their expectations for graduation and post-high-school plans. The questionnaire has been administered since 2001. Some significant changes were made to the questionnaire in 2005, so only results from the 2005 and 2006 administrations are reported here.

The 2005–06 CAHSEE administrations included 10th grade students taking the CAHSEE for the first time and also 11th and 12th grade students who had yet to pass the CAHSEE. The 2004–05 CAHSEE administrations included only 10th and 11th grade students. In analyzing the questionnaire responses, we focused on specific comparisons between the cohorts (classes of 2006 through 2008) and also within cohort (differences in responses across grades for the same group of students). Specific comparisons included:

- Between Cohorts
 - 2006 10th graders (Class of 2008) to 10th graders in 2005 (Class of 2007)
 - 2006 11th graders (Class of 2007) to 11th graders in 2005 (Class of 2006)
- Within Cohort
 - 2006 11th graders to a matched sample of 2005 10th graders
 - 2006 12th graders to a matched sample of 2005 11th graders

For each comparison, we looked at (a) all students, (b) those who did not pass the related test, and (c) disadvantaged students, including English learners, students with disabilities, and economically disadvantaged students. Note that the matched sample included only those 2005 students who had not passed (which is why they were still taking the CAHSEE in 2006), so the “all students” category was omitted for 2005 in these comparisons. Tables C.1 and C.2 show the number of students included in the between-cohort comparisons and Table C.3 shows the number of students included in the within-cohort (matched sample) comparisons¹.

Note that throughout this appendix, response may not total to 100 percent due to rounding. In addition, when individual respondents were allowed to select multiple responses, totals likely exceed 100 percent; the opportunity to select multiple responses is indicated in the item stem (e.g., “Mark all that apply”).

¹ Responses to the student questionnaire were, appropriately, not included in the school detail files provided by ETS in September 2006. Data reported here are based on the statistical data files received previously. Minor differences in the sample sizes and corrections to demographic variables for some students were not judged to be significant for these analyses.

Table C.1. Number of Test Takers in the 2005 and 2006 10th Grade Cohorts

	ELA		Math	
	2006 Cohort	2005 Cohort	2006 Cohort	2005 Cohort
All	430,942	450,294	428,008	450,534
Passed	339,008	346,036	326,700	334,246
Didn't Pass	91,934	104,258	101,308	116,288
Female	214,298	220,820	214,168	221,147
Male	216,261	228,396	213,468	228,284
Asian	39,388	42,058	39,060	41,946
African American	33,525	36,849	33,324	37,057
Hispanic	185,333	184,124	185,919	184,387
White	148,350	159,259	145,581	159,090
Nondisadvantaged	217,934	226,307	213,579	226,466
Disadvantaged	213,008	223,987	214,429	224,068
Econ. Disadv.	183,277	187,334	183,701	187,534
English Learner	69,055	80,196	69,586	79,937
Disabilities	33,854	39,935	34,146	39,915

Note. Demographic subgroups may not total to "All" total, due to multiple group membership and/or missing demographic data.

Table C.2. Numbers of Test Takers in the 2005 and 2006 11th Grade Cohorts

	Grade 11-ELA		Grade 11-Math	
	All 2006	Matched 2005	All 2006	Matched 2005
All	109,620	42,279	118,077	42,178
Passed	52,464	17,989	53,762	17,408
Didn't Pass	57,156	24,290	64,315	24,770
Female	46,490	17,849	57,977	21,073
Male	62,978	24,430	59,927	21,105
Asian	7,083	2,651	4,867	1,317
African American	12,919	3,797	15,904	4,817
Hispanic	62,354	27,410	66,609	26,704
White	21,069	6,859	24,012	7,749
Nondisadvantaged	1,989	6,416	2,425	8,772
Disadvantaged	107,631	35,863	115,652	33,406
Econ. Disadv.	64,232	27,196	66,683	25,408
English Learner	43,343	20,460	38,950	16,118
Disabilities	23,484	12,454	24,713	12,411

Note. Demographic subgroups may not total to "All" total, due to multiple group membership and/or missing demographic data.

Table C.3. Numbers of Test Takers in Matched 2005 and 2006 Samples

	ELA-Matched		Math-Matched	
	2006 (Grade 11)	2005 (Grade 10)	2006 (Grade 11)	2005 (Grade 10)
All	67,997	67,960	77,522	76,598
Passed	29,427		32,846	
Didn't Pass	38,570		44,676	
Female	28,504	28,494	39,697	39,686
Male	39,492	39,465	37,823	37,805
Asian	4,420	4,415	2,540	2,537
African American	7,389	7,387	10,278	10,267
Hispanic	41,887	41,874	46,828	46,816
White	10,955	10,939	14,009	14,006
Nondisadvantaged	895	897	1,342	1,338
Disadvantaged	67,102	67,063	76,180	75,260
Eco. Disadv.	44,051	44,033	47,474	47,460
EL	31,359	31,343	28,141	28,127
Disabilities	16,744	16,738	18,471	18,459
	All Grade 12 (Class of 2006)	Matched to Grade 11	All Grade 12 (Class of 2006)	Matched to Grade 11
All	65,233	39,600	69,035	42,324
Passed	31,737	17,231	31,961	18,340
Didn't Pass	33,496	22,369	37,074	23,984
Female	27,380	16,881	33,418	21,737
Male	37,721	22,719	35,466	20,587
Asian	4,270	2,741	2,744	1,331
African American	8,405	4,433	10,509	6,321
Hispanic	38,041	25,438	38,917	25,755
White	11,079	5,399	13,062	7,071
Nondisadvantaged	1,148	407	1,461	667
Disadvantaged	37,968	26,422	37,692	25,942
Eco. Disadv.	27,305	20,556	22,493	16,102
EL	17,006	12,646	18,036	13,722
Disabilities	65,233	39,600	69,035	42,324

Note. Demographic subgroups may not total to "All" total, due to multiple group membership and/or missing demographic data.

Response Distributions for Each Question

Question 1: Preparation for the Test

Question 1: How did you prepare for this test? (Mark all that apply.)

- A. A teacher or counselor told me about the purpose and importance of the test.
- B. I practiced on questions similar to those on the test.
- C. A teacher spent time in class helping me to get ready to take the test.
- D. I did not do anything in addition to regular course work to prepare for this test.

Table C.4. Preparation for the ELA test reported by 10th grade students in 2005 and 2006

Group	2006 (Grade 10)				Class 2005 (Grade 10)			
	A	B	C	D	A	B	C	D
All	30.9%	32.4%	40.3%	29.3%	29.1%	31.1%	40.5%	29.6%
Passed	31.1%	33.6%	41.5%	31.8%	29.0%	32.2%	41.8%	32.2%
Didn't Pass	30.3%	27.8%	36.1%	20.1%	29.7%	27.2%	35.9%	20.3%
<i>Gender Groups</i>								
Female	32.6%	36.1%	43.2%	26.0%	30.4%	34.4%	43.3%	26.3%
Male	29.3%	28.6%	37.5%	32.6%	27.8%	27.2%	36.9%	33.6%
<i>Race/Ethnicity Groups</i>								
Asian	31.0%	30.8%	35.2%	35.9%	33.4%	34.0%	42.9%	26.8%
African American	30.3%	35.0%	42.7%	22.3%	28.7%	33.9%	42.2%	22.5%
Hispanic	32.6%	33.5%	43.3%	22.4%	30.8%	31.9%	42.4%	23.2%
White	28.7%	30.5%	37.6%	37.8%	26.8%	28.9%	37.8%	38.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	29.6%	31.1%	38.2%	36.1%	28.3%	30.3%	39.1%	35.1%
Economically								
Disadvantaged	32.9%	34.0%	43.0%	22.3%	31.4%	32.3%	41.5%	23.0%
English Learners	31.7%	30.6%	41.5%	16.6%	31.4%	29.9%	39.7%	18.6%
Disabilities	28.9%	30.2%	38.5%	22.3%	29.2%	28.0%	36.7%	24.3%

Table C.5. Preparation for the ELA test reported by 11th grade students in 2005 and 2006

Group	2006 (Grade 11)				Class 2005 (Grade 11)			
	A	B	C	D	A	B	C	D
All	29.7%	23.5%	23.5%	32.6%	30.5%	23.7%	25.2%	29.1%
Passed	27.9%	23.3%	21.2%	39.7%	29.0%	24.7%	24.3%	33.1%
Didn't Pass	31.3%	23.7%	25.6%	26.0%	31.7%	22.9%	25.9%	26.0%
<i>Gender Groups</i>								
Female	29.7%	24.1%	24.0%	31.9%	30.2%	24.9%	26.7%	27.4%
Male	29.7%	23.1%	23.1%	33.0%	30.8%	22.7%	24.1%	30.3%
<i>Race/Ethnicity Groups</i>								
Asian	32.6%	24.8%	20.9%	30.5%	32.9%	26.8%	22.5%	25.8%
African American	29.2%	24.7%	25.4%	29.7%	29.2%	25.6%	25.8%	27.3%
Hispanic	30.8%	23.4%	25.0%	29.3%	31.5%	23.1%	25.9%	27.5%
White	25.3%	22.7%	18.9%	44.0%	25.5%	24.0%	22.9%	38.0%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	28.5%	22.0%	17.1%	42.7%	27.7%	22.3%	21.1%	38.1%
Economically								
Disadvantaged	31.0%	23.9%	25.4%	28.6%	31.5%	23.9%	26.3%	26.8%
English Learners	32.6%	24.5%	25.6%	25.0%	32.9%	23.8%	25.5%	25.2%
Disabilities	29.8%	23.1%	21.8%	34.6%	29.5%	23.6%	28.6%	26.7%

Table C.6. Preparation for the ELA test reported by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (Grade 11-matched)				Class 2005 (Grade 10-matched)			
	A	B	C	D	A	B	C	D
All	29.7%	23.5%	23.5%	32.6%				
Passed	27.9%	23.3%	21.2%	39.7%				
Didn't Pass	31.3%	23.7%	25.6%	26.0%	31.7%	22.9%	25.9%	26.0%
<i>Gender Groups</i>								
Female	29.7%	24.1%	24.0%	31.9%	30.2%	24.9%	26.7%	27.4%
Male	29.7%	23.1%	23.1%	33.0%	30.8%	22.7%	24.1%	30.3%
<i>Race/Ethnicity Groups</i>								
Asian	32.6%	24.8%	20.9%	30.5%	32.9%	26.8%	22.5%	25.8%
African American	29.2%	24.7%	25.4%	29.7%	29.2%	25.6%	25.8%	27.3%
Hispanic	30.8%	23.4%	25.0%	29.3%	31.5%	23.1%	25.9%	27.5%
White	25.3%	22.7%	18.9%	44.0%	25.5%	24.0%	22.9%	38.0%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	28.5%	22.0%	17.1%	42.7%	27.7%	22.3%	21.1%	38.1%
Economically								
Disadvantaged	31.0%	23.9%	25.4%	28.6%	31.5%	23.9%	26.3%	26.8%
English Learners	32.6%	24.5%	25.6%	25.0%	32.9%	23.8%	25.5%	25.2%
Disabilities	29.8%	23.1%	21.8%	34.6%	29.5%	23.6%	28.6%	26.7%

Table C.7. Preparation for the ELA test reported by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (Grade 12-matched)				Class 2005 (Grade 11-matched)			
	A	B	C	D	A	B	C	D
All	32.3%	26.7%	32.2%	17.8%				
Passed	31.1%	28.8%	35.1%	17.8%				
Didn't Pass	33.2%	25.1%	30.0%	17.8%	32.1%	22.3%	25.0%	27.1%
<i>Gender Groups</i>								
Female	31.0%	27.6%	35.6%	15.8%	31.8%	22.5%	26.0%	26.3%
Male	33.2%	26.1%	29.8%	19.3%	32.3%	22.0%	24.1%	28.0%
<i>Race/Ethnicity Groups</i>								
Asian	36.2%	24.4%	31.2%	15.6%	34.9%	23.7%	23.6%	24.4%
African American	30.4%	27.6%	32.7%	17.1%	31.4%	23.6%	26.4%	25.3%
Hispanic	33.1%	26.0%	32.9%	16.7%	32.7%	21.8%	25.5%	26.1%
White	28.0%	30.2%	29.8%	23.8%	27.6%	22.2%	22.2%	35.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	29.0%	28.0%	32.9%	21.4%	36.5%	19.2%	19.7%	32.0%
Economically								
Disadvantaged	33.0%	26.2%	33.0%	16.6%	32.9%	22.3%	25.9%	25.4%
English Learners	34.5%	25.8%	32.8%	15.0%	33.8%	22.2%	25.6%	24.1%
Disabilities	32.1%	27.3%	33.5%	16.8%	31.2%	22.0%	28.2%	25.5%

Table C.8. Preparation for the Math test reported by 10th grade students in 2005 and 2006

Group	2006 (Grade 10)				Class 2005 (Grade 10)			
	A	B	C	D	A	B	C	D
All	28.2%	32.6%	26.3%	37.2%	26.7%	31.3%	26.5%	37.7%
Passed	27.8%	33.3%	25.6%	40.9%	26.1%	32.2%	25.8%	41.6%
Didn't Pass	29.2%	30.4%	28.5%	25.1%	28.5%	28.9%	28.3%	26.1%
<i>Gender Groups</i>								
Female	29.2%	36.6%	27.8%	34.6%	27.6%	34.8%	27.8%	35.2%
Male	27.1%	28.7%	24.7%	39.7%	25.9%	27.3%	24.7%	40.7%
<i>Race/Ethnicity Groups</i>								
Asian	26.4%	30.6%	18.3%	46.6%	25.1%	30.1%	19.3%	46.2%
African American	28.8%	35.7%	31.0%	27.9%	27.9%	33.9%	30.3%	29.1%
Hispanic	30.0%	35.6%	30.6%	28.7%	28.6%	33.3%	30.2%	29.7%
White	26.0%	28.4%	21.9%	47.5%	24.5%	27.7%	22.4%	47.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	26.4%	29.6%	22.0%	46.0%	24.5%	28.6%	22.4%	46.7%
Economically								
Disadvantaged	30.2%	36.0%	30.9%	28.3%	29.2%	33.9%	30.1%	29.4%
English Learners	30.2%	34.9%	31.7%	20.6%	30.0%	33.2%	30.9%	22.2%
Disabilities	29.3%	30.8%	30.6%	25.4%	28.9%	29.3%	31.0%	26.2%

Table C.9. Preparation for the Math test reported by 11th grade students in 2005 and 2006

Group	2006 (Grade 11)				Class 2005 (Grade 11)			
	A	B	C	D	A	B	C	D
All	28.3%	27.7%	20.9%	32.5%	26.7%	31.3%	26.5%	37.7%
Passed	25.7%	28.4%	19.8%	37.9%	26.1%	32.2%	25.8%	41.6%
Didn't Pass	30.4%	27.1%	21.8%	28.0%	28.5%	28.9%	28.3%	26.1%
<i>Gender Groups</i>								
Female	27.2%	29.6%	21.8%	32.2%	27.6%	34.8%	27.8%	35.2%
Male	29.3%	25.9%	20.0%	32.8%	25.9%	27.3%	24.7%	40.7%
<i>Race/Ethnicity Groups</i>								
Asian	30.2%	27.3%	17.3%	32.7%	25.1%	30.1%	19.3%	46.2%
African American	28.9%	27.5%	23.0%	29.7%	27.9%	33.9%	30.3%	29.1%
Hispanic	29.2%	28.1%	21.8%	29.8%	28.6%	33.3%	30.2%	29.7%
White	24.5%	26.8%	18.2%	41.5%	24.5%	27.7%	22.4%	47.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	26.4%	25.7%	15.5%	40.9%	24.5%	28.6%	22.4%	46.7%
Economically								
Disadvantaged	29.5%	28.2%	22.5%	29.2%	29.2%	33.9%	30.1%	29.4%
English Learners	31.3%	29.4%	22.0%	25.2%	30.0%	33.2%	30.9%	22.2%
Disabilities	30.5%	27.5%	26.7%	24.8%	28.9%	29.3%	31.0%	26.2%

Table C.10. Preparation for the Math test reported by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (Grade 11-matched)				Class 2005 (Grade 10-matched)			
	A	B	C	D	A	B	C	D
All	25.9%	32.2%	23.3%	30.7%				
Passed	30.2%	28.1%	22.3%	26.9%				
Didn't Pass	28.4%	29.8%	22.7%	28.5%	28.3%	29.9%	29.3%	25.0%
<i>Gender Groups</i>								
Female	26.9%	31.8%	23.9%	28.4%	26.8%	31.9%	31.5%	24.3%
Male	29.9%	27.8%	21.5%	28.6%	29.9%	27.8%	27.0%	25.8%
<i>Race/Ethnicity Groups</i>								
Asian	31.0%	31.1%	22.4%	23.1%	28.2%	30.1%	31.1%	21.8%
African American	28.6%	29.4%	24.2%	26.7%	28.7%	31.1%	30.3%	23.3%
Hispanic	29.1%	29.4%	22.7%	27.7%	28.9%	29.4%	29.9%	23.5%
White	25.0%	30.7%	22.1%	33.6%	25.8%	30.8%	26.7%	31.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	26.4%	28.8%	18.8%	34.1%	25.9%	30.4%	26.6%	31.9%
Economically								
Disadvantaged	29.6%	29.4%	23.1%	27.2%	29.4%	29.5%	30.2%	23.1%
English Learners	31.2%	30.4%	22.7%	23.8%	30.1%	30.0%	30.8%	19.1%
Disabilities	30.4%	28.6%	27.5%	23.4%	30.2%	28.0%	32.0%	21.5%

Table C.11. Preparation for the ELA test reported by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (Grade 12-matched)				Class 2005 (Grade 11-matched)			
	A	B	C	D	A	B	C	D
All	28.3%	35.8%	35.0%	15.8%				
Passed	32.9%	29.4%	27.0%	18.3%				
Didn't Pass	30.9%	32.2%	30.5%	17.2%	31.1%	24.8%	21.4%	29.7%
<i>Gender Groups</i>								
Female	28.7%	34.8%	33.8%	15.5%	29.8%	26.3%	22.3%	29.7%
Male	33.2%	29.4%	27.0%	19.0%	32.4%	23.3%	20.5%	29.7%
<i>Race/Ethnicity Groups</i>								
Asian	33.6%	33.2%	28.2%	14.4%	32.1%	26.0%	22.9%	24.8%
African American	30.4%	32.1%	31.7%	15.3%	31.7%	24.5%	22.4%	28.3%
Hispanic	32.0%	31.1%	30.2%	16.9%	31.6%	24.8%	21.7%	28.4%
White	26.5%	36.1%	31.3%	20.2%	27.3%	25.3%	20.0%	36.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	28.0%	28.6%	33.1%	20.1%	27.1%	25.0%	16.0%	38.1%
Economically								
Disadvantaged	32.0%	31.5%	30.6%	16.6%	32.3%	24.8%	22.6%	27.3%
English Learners	33.4%	30.9%	29.5%	15.0%	33.2%	25.3%	22.6%	24.4%
Disabilities	33.8%	30.1%	31.1%	16.2%	32.2%	23.4%	25.3%	26.2%

Question 2: Importance of the Test

Question 2: How important is this test to you?

- A. Very important
- B. Somewhat important
- C. Not important

Table C.12. Importance of the ELA test as perceived by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	90.2%	6.9%	2.9%	75.5%	20.2%	4.4%
Passed	93.4%	4.8%	1.8%	74.2%	21.4%	4.4%
Didn't Pass	87.7%	8.5%	3.7%	80.3%	15.5%	4.2%
<i>Gender Groups</i>						
Female	94.8%	3.9%	1.3%	79.0%	18.4%	2.7%
Male	86.7%	9.1%	4.1%	71.9%	22.0%	6.1%
<i>Race/Ethnicity Groups</i>						
Asian	91.1%	7.2%	1.8%	65.6%	27.7%	6.7%
African American	87.7%	8.0%	4.2%	83.7%	13.2%	3.1%
Hispanic	92.0%	5.7%	2.2%	84.1%	13.5%	2.4%
White	83.4%	11.0%	5.5%	66.1%	27.4%	6.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	91.2%	6.6%	2.2%	68.4%	25.8%	5.8%
Economically Disadvantaged	91.5%	6.2%	2.4%	83.5%	13.8%	2.6%
English Learners	93.5%	4.8%	1.6%	87.1%	10.7%	2.2%
Disabilities	85.8%	9.5%	4.7%	76.2%	18.2%	5.6%

Table C.13. Importance of the ELA test as perceived by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	83.2%	12.6%	4.1%	87.0%	10.3%	2.6%
Passed	84.3%	12.4%	3.4%	89.2%	9.0%	1.9%
Didn't Pass	82.3%	12.9%	4.8%	85.6%	11.3%	3.2%
<i>Gender Groups</i>						
Female	88.3%	9.6%	2.1%	91.0%	7.7%	1.2%
Male	79.5%	14.9%	5.6%	82.9%	13.0%	4.1%
<i>Race/Ethnicity Groups</i>						
Asian	82.7%	13.6%	3.7%	88.1%	9.6%	2.3%
African American	85.3%	10.6%	4.1%	88.2%	9.2%	2.6%
Hispanic	86.9%	10.1%	3.0%	89.1%	8.8%	2.0%
White	72.0%	20.5%	7.5%	78.7%	16.4%	4.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	81.9%	13.7%	4.4%	84.9%	12.2%	2.9%
Economically Disadvantaged	86.4%	10.4%	3.2%	88.9%	9.0%	2.1%
English Learners	89.0%	8.6%	2.4%	90.7%	7.6%	1.7%
Disabilities	79.5%	14.4%	6.1%	82.2%	13.3%	4.5%

Table C.14. Importance of the ELA test as perceived by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	86.6%	10.2%	3.2%			
Passed	89.3%	8.6%	2.1%			
Didn't Pass	84.6%	11.4%	4.0%	82.3%	14.2%	3.6%
<i>Gender Groups</i>						
Female	91.8%	6.9%	1.4%	87.2%	11.0%	1.8%
Male	82.9%	12.6%	4.5%	78.6%	16.5%	4.8%
<i>Race/Ethnicity Groups</i>						
Asian	88.1%	9.5%	2.4%	82.5%	14.7%	2.8%
African American	87.2%	9.3%	3.5%	83.1%	12.9%	4.0%
Hispanic	88.9%	8.7%	2.5%	85.2%	12.0%	2.8%
White	77.5%	16.6%	5.9%	71.1%	22.6%	6.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	87.2%	10.6%	2.2%	79.8%	16.9%	3.2%
Economically Disadvantaged	88.5%	8.9%	2.6%	84.8%	12.0%	3.2%
English Learners	90.6%	7.5%	2.0%	87.5%	10.1%	2.4%
Disabilities	81.6%	13.1%	5.3%	78.1%	16.3%	5.6%

Table C.15. Importance of the ELA test as perceived by matched students in 2005(11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	90.2%	6.9%	2.9%			
Passed	93.4%	4.8%	1.8%			
Didn't Pass	87.7%	8.5%	3.7%	85.4%	11.1%	3.6%
<i>Gender Groups</i>						
Female	94.8%	3.9%	1.3%	90.2%	8.0%	1.7%
Male	86.7%	9.1%	4.1%	81.7%	13.3%	4.9%
<i>Race/Ethnicity Groups</i>						
Asian	91.1%	7.2%	1.8%	86.0%	11.4%	2.6%
African American	87.7%	8.0%	4.2%	83.4%	11.6%	5.0%
Hispanic	92.0%	5.7%	2.2%	88.0%	9.3%	2.7%
White	83.4%	11.0%	5.5%	75.0%	17.9%	7.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	91.2%	6.6%	2.2%	85.4%	12.1%	2.5%
Economically Disadvantaged	91.5%	6.2%	2.4%	87.5%	9.4%	3.0%
English Learners	93.5%	4.8%	1.6%	89.8%	8.1%	2.1%
Disabilities	85.8%	9.5%	4.7%	82.2%	13.3%	4.5%

Table C.16. Importance of the Math test as perceived by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	89.8%	7.3%	2.9%	74.8%	20.6%	4.6%
Passed	92.8%	5.1%	2.1%	72.6%	22.4%	5.0%
Didn't Pass	87.5%	8.9%	3.5%	81.4%	15.1%	3.5%
<i>Gender Groups</i>						
Female	94.2%	4.5%	1.3%	78.3%	18.9%	2.8%
Male	85.2%	10.2%	4.6%	71.0%	22.5%	6.5%
<i>Race/Ethnicity Groups</i>						
Asian	89.2%	8.0%	2.9%	63.7%	28.6%	7.8%
African American	90.0%	6.9%	3.1%	83.6%	13.6%	2.8%
Hispanic	91.6%	6.3%	2.1%	83.7%	13.9%	2.4%
White	83.7%	11.1%	5.2%	64.9%	28.0%	7.0%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	92.5%	5.2%	2.2%	67.1%	26.4%	6.5%
Economically Disadvantaged	90.9%	6.6%	2.5%	83.0%	14.4%	2.6%
English Learners	92.7%	5.4%	1.9%	87.1%	10.9%	1.9%
Disabilities	85.8%	9.9%	4.3%	76.6%	18.2%	5.2%

Table C.17. Importance of the Math test as perceived by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	83.4%	12.8%	3.8%	87.0%	10.3%	2.6%
Passed	83.9%	12.7%	3.3%	89.2%	9.0%	1.9%
Didn't Pass	83.0%	12.9%	4.2%	85.6%	11.3%	3.2%
<i>Gender Groups</i>						
Female	88.3%	9.9%	1.9%	91.0%	7.7%	1.2%
Male	78.7%	15.6%	5.6%	82.9%	13.0%	4.1%
<i>Race/Ethnicity Groups</i>						
Asian	79.7%	15.9%	4.4%	88.1%	9.6%	2.3%
African American	86.1%	10.3%	3.6%	88.2%	9.2%	2.6%
Hispanic	87.0%	10.3%	2.6%	89.1%	8.8%	2.0%
White	73.2%	20.1%	6.7%	78.7%	16.4%	4.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	82.4%	13.3%	4.2%	84.9%	12.2%	2.9%
Economically Disadvantaged	86.2%	10.8%	3.0%	88.9%	9.0%	2.1%
English Learners	89.0%	8.8%	2.3%	90.7%	7.6%	1.7%
Disabilities	79.6%	14.6%	5.8%	82.2%	13.3%	4.5%

Table C.18. Importance of the Math test as perceived by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	86.7%	10.4%	2.9%			
Passed	88.8%	9.0%	2.2%			
Didn't Pass	85.2%	11.4%	3.4%	83.4%	13.8%	2.8%
<i>Gender Groups</i>						
Female	90.8%	7.8%	1.3%	87.2%	11.5%	1.3%
Male	82.4%	13.0%	4.6%	79.3%	16.4%	4.3%
<i>Race/Ethnicity Groups</i>						
Asian	87.4%	9.9%	2.8%	82.9%	14.7%	2.4%
African American	88.1%	9.0%	2.9%	86.1%	11.3%	2.5%
Hispanic	89.0%	8.8%	2.2%	85.7%	12.0%	2.2%
White	78.6%	16.2%	5.2%	74.1%	21.2%	4.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	87.0%	10.4%	2.6%	83.0%	14.6%	2.5%
Economically Disadvantaged	88.3%	9.2%	2.5%	85.3%	12.3%	2.4%
English Learners	90.7%	7.5%	1.8%	88.2%	9.9%	1.8%
Disabilities	81.6%	13.3%	5.0%	79.5%	16.0%	4.5%

Table C.19. Importance of the Math test as perceived by matched students in 2005(11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	89.8%	7.3%	2.9%			
Passed	92.8%	5.1%	2.1%			
Didn't Pass	87.5%	8.9%	3.5%	85.2%	11.7%	3.1%
<i>Gender Groups</i>						
Female	94.2%	4.5%	1.3%	89.4%	9.0%	1.6%
Male	85.2%	10.2%	4.6%	80.7%	14.6%	4.7%
<i>Race/Ethnicity Groups</i>						
Asian	89.2%	8.0%	2.9%	86.9%	10.4%	2.8%
African American	90.0%	6.9%	3.1%	86.1%	10.7%	3.2%
Hispanic	91.6%	6.3%	2.1%	87.5%	10.1%	2.4%
White	83.7%	11.1%	5.2%	76.5%	18.1%	5.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	92.5%	5.2%	2.2%	88.0%	9.9%	2.1%
Economically Disadvantaged	90.9%	6.6%	2.5%	87.1%	10.2%	2.7%
English Learners	92.7%	5.4%	1.9%	89.5%	8.6%	1.9%
Disabilities	85.8%	9.9%	4.3%	81.4%	13.9%	4.7%

Question 3: Expectations for Graduation

Question 3: Do you think you will graduate from high school?

- A. Yes
- B. No
- C. Not sure

Table C.20. Expectations of high school graduation indicated by 10th grade students in 2005 and 2006 after the ELA test

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	86.0%	1.4%	12.6%	88.7%	1.4%	9.9%
Passed	91.1%	0.7%	8.3%	93.4%	0.7%	5.9%
Didn't Pass	67.1%	4.2%	28.7%	71.3%	3.9%	24.8%
<i>Gender Groups</i>						
Female	87.1%	0.9%	12.0%	90.2%	0.8%	8.9%
Male	84.8%	2.0%	13.2%	86.6%	2.0%	11.3%
<i>Race/Ethnicity Groups</i>						
Asian	89.9%	0.8%	9.3%	91.3%	0.8%	7.8%
African American	87.2%	2.0%	10.8%	89.3%	1.8%	8.8%
Hispanic	79.6%	1.8%	18.6%	83.0%	1.8%	15.2%
White	92.2%	1.1%	6.7%	93.5%	1.1%	5.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	92.8%	0.8%	6.4%	94.3%	0.9%	4.8%
Economically Disadvantaged	79.3%	1.9%	18.8%	82.7%	1.9%	15.4%
English Learners	70.6%	2.6%	26.8%	76.4%	2.4%	21.2%
Disabilities	72.4%	4.1%	23.5%	74.8%	4.1%	21.1%

Table C.21. Expectations of high school graduation indicated by 11th grade students in 2005 and 2006 after the ELA test

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	73.0%	3.9%	23.2%	76.1%	3.1%	20.8%
Passed	81.3%	2.1%	16.7%	84.6%	1.6%	13.8%
Didn't Pass	65.3%	5.5%	29.2%	69.8%	4.2%	26.0%
<i>Gender Groups</i>						
Female	73.8%	2.5%	23.7%	77.5%	1.9%	20.6%
Male	72.4%	4.9%	22.8%	75.1%	4.0%	20.9%
<i>Race/Ethnicity Groups</i>						
Asian	69.9%	3.3%	26.8%	73.9%	2.0%	24.0%
African American	78.7%	4.1%	17.2%	82.1%	3.2%	14.6%
Hispanic	70.0%	3.7%	26.2%	74.7%	2.9%	22.4%
White	78.7%	4.4%	16.9%	79.5%	4.4%	16.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	78.4%	3.1%	18.5%	83.5%	3.1%	13.4%
Economically Disadvantaged	69.9%	3.9%	26.2%	74.4%	3.0%	22.6%
English Learners	69.1%	3.4%	27.5%	73.7%	2.5%	23.7%
Disabilities	67.7%	5.9%	26.4%	72.2%	4.8%	22.9%

Table C.22. Expectations of high school graduation indicated by matched students in 2005 (10th grade) and 2006 (11th grade) after the ELA test

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	72.3%	3.7%	24.1%			
Passed	79.9%	2.1%	18.0%			
Didn't Pass	66.4%	4.8%	28.8%	73.4%	3.3%	23.3%
<i>Gender Groups</i>						
Female	72.2%	2.5%	25.3%	74.2%	2.3%	23.5%
Male	72.3%	4.5%	23.2%	73.0%	4.0%	23.1%
<i>Race/Ethnicity Groups</i>						
Asian	69.0%	2.9%	28.1%	67.8%	2.9%	29.4%
African American	79.4%	3.8%	16.9%	81.3%	3.7%	15.1%
Hispanic	70.3%	3.4%	26.3%	71.6%	3.1%	25.3%
White	76.1%	4.8%	19.1%	77.5%	3.9%	18.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	76.5%	3.0%	20.4%	76.3%	3.6%	20.2%
Economically Disadvantaged	70.4%	3.5%	26.1%	71.6%	3.2%	25.2%
English Learners	69.6%	3.1%	27.3%	71.0%	2.9%	26.1%
Disabilities	69.1%	5.3%	25.6%	70.3%	4.6%	25.1%

Table C.23. Expectations of high school graduation indicated by matched students in 2005 (11th grade) and 2006 (12th grade) after the ELA test

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	68.1%	5.0%	27.0%			
Passed	74.1%	3.3%	22.5%			
Didn't Pass	63.4%	6.2%	30.4%	71.7%	4.0%	24.3%
<i>Gender Groups</i>						
Female	67.6%	3.7%	28.7%	73.5%	2.7%	23.9%
Male	68.4%	5.9%	25.7%	70.5%	5.0%	24.6%
<i>Race/Ethnicity Groups</i>						
Asian	64.9%	3.7%	31.4%	64.8%	3.6%	31.6%
African American	73.7%	5.7%	20.6%	77.3%	5.2%	17.5%
Hispanic	66.6%	4.7%	28.7%	71.0%	3.6%	25.4%
White	72.2%	6.5%	21.3%	74.3%	5.1%	20.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	69.5%	3.2%	27.3%	72.5%	3.2%	24.3%
Economically Disadvantaged	67.1%	4.7%	28.1%	70.8%	3.8%	25.4%
English Learners	66.6%	4.1%	29.3%	70.9%	3.2%	25.9%
Disabilities	66.2%	6.4%	27.5%	68.6%	5.7%	25.8%

Table C.24. Expectations of high school graduation indicated by 10th grade students in 2005 and 2006 after the Math test

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	84.9%	1.8%	13.3%	87.9%	1.8%	10.2%
Passed	90.3%	1.1%	8.6%	93.0%	1.2%	5.9%
Didn't Pass	67.5%	4.1%	28.4%	72.8%	3.8%	23.4%
<i>Gender Groups</i>						
Female	86.1%	1.1%	12.8%	89.8%	1.1%	9.2%
Male	83.7%	2.5%	13.8%	85.6%	2.7%	11.7%
<i>Race/Ethnicity Groups</i>						
Asian	89.8%	1.1%	9.0%	91.1%	1.2%	7.7%
African American	86.8%	2.2%	11.0%	88.6%	2.3%	9.0%
Hispanic	78.5%	2.0%	19.4%	82.6%	2.1%	15.4%
White	91.0%	1.6%	7.4%	92.4%	1.7%	5.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	91.7%	1.3%	7.0%	93.3%	1.4%	5.3%
Economically Disadvantaged	78.4%	2.1%	19.4%	82.4%	2.2%	15.4%
English Learners	70.2%	2.7%	27.1%	76.6%	2.5%	20.9%
Disabilities	71.4%	4.5%	24.1%	74.7%	4.6%	20.8%

Table C.25. Expectations of high school graduation indicated by 11th grade students in 2005 and 2006 after the Math test

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	72.1%	4.1%	23.8%	75.7%	3.4%	20.9%
Passed	79.6%	2.6%	17.8%	83.2%	2.1%	14.7%
Didn't Pass	65.8%	5.3%	28.9%	70.5%	4.4%	25.1%
<i>Gender Groups</i>						
Female	73.6%	2.7%	23.7%	78.1%	2.2%	19.7%
Male	70.6%	5.4%	23.9%	73.2%	4.7%	22.1%
<i>Race/Ethnicity Groups</i>						
Asian	68.6%	3.8%	27.6%	70.0%	3.2%	26.8%
African American	79.0%	4.2%	16.8%	83.3%	3.6%	13.1%
Hispanic	68.7%	3.9%	27.4%	73.8%	3.1%	23.1%
White	77.3%	4.7%	18.0%	78.9%	4.7%	16.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	76.4%	2.6%	20.9%	83.2%	2.9%	13.9%
Economically Disadvantaged	68.7%	4.2%	27.1%	73.4%	3.4%	23.2%
English Learners	66.7%	3.7%	29.6%	70.9%	3.1%	25.9%
Disabilities	67.4%	5.9%	26.7%	71.9%	5.0%	23.1%

Table C.26. Expectations of high school graduation indicated by matched students in 2005 (10th grade) and 2006 (11th grade) after the Math test

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	71.8%	3.8%	24.5%			
Passed	78.4%	2.5%	19.1%			
Didn't Pass	66.8%	4.7%	28.4%	74.9%	3.2%	21.9%
<i>Gender Groups</i>						
Female	72.8%	2.7%	24.5%	77.2%	2.0%	20.8%
Male	70.7%	4.9%	24.4%	72.6%	4.5%	22.9%
<i>Race/Ethnicity Groups</i>						
Asian	65.5%	3.5%	31.0%	66.9%	3.5%	29.6%
African American	80.0%	3.8%	16.2%	83.3%	3.1%	13.6%
Hispanic	69.0%	3.5%	27.5%	72.6%	3.0%	24.4%
White	75.8%	4.7%	19.5%	78.0%	3.9%	18.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	75.9%	2.2%	21.8%	79.0%	2.3%	18.7%
Economically Disadvantaged	69.2%	3.7%	27.1%	72.5%	3.2%	24.3%
English Learners	66.8%	3.4%	29.8%	70.1%	3.0%	26.9%
Disabilities	68.8%	5.4%	25.8%	71.4%	4.6%	24.0%

Table C.27. Expectations of high school graduation indicated by matched students in 2005 (11th grade) and 2006 (12th grade) after the Math test

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	66.0%	5.4%	28.5%			
Passed	71.3%	3.8%	24.9%			
Didn't Pass	62.0%	6.7%	31.3%	72.6%	3.9%	23.5%
<i>Gender Groups</i>						
Female	66.0%	4.2%	29.8%	74.9%	2.7%	22.4%
Male	66.1%	6.8%	27.2%	70.2%	5.2%	24.5%
<i>Race/Ethnicity Groups</i>						
Asian	58.8%	5.5%	35.7%	63.8%	4.1%	32.1%
African American	74.1%	5.6%	20.3%	80.8%	4.1%	15.1%
Hispanic	63.6%	5.2%	31.3%	70.5%	3.6%	25.9%
White	69.8%	6.2%	24.0%	75.5%	4.9%	19.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	65.3%	4.4%	30.4%	75.6%	2.9%	21.5%
Economically Disadvantaged	64.4%	5.3%	30.3%	70.8%	3.8%	25.3%
English Learners	62.1%	4.7%	33.2%	68.8%	3.3%	27.8%
Disabilities	64.8%	6.7%	28.5%	69.3%	5.4%	25.3%

Question 4: Barriers to Graduation (New)

Question 4: What might prevent you from graduating? (This is new question in 2006)

- A. I may not pass all the required courses
- B. I may not pass the CAHSEE exam
- C. I may drop out before the end of 12th grade
- D. I may not be able to meet some other graduation requirement

Table C.28. Student-Reported Factors That Might Prevent Them From Graduating After the ELA test

Group	2006											
	Grade 10				Grade 11				Grade 12			
	A	B	C	D	A	B	C	D	A	B	C	D
All	25.1%	38.4%	13.3%	23.2%	21.3%	51.4%	9.5%	17.8%	15.5%	63.4%	7.2%	13.9%
Passed	25.3%	34.0%	15.1%	25.6%	21.2%	49.8%	8.0%	21.0%	13.1%	67.1%	5.7%	14.1%
Didn't Pass	24.7%	45.6%	10.4%	19.3%	21.4%	52.4%	10.4%	15.8%	17.2%	60.7%	8.3%	13.8%
<i>Gender Groups</i>												
Female	22.9%	43.8%	12.8%	20.5%	17.9%	59.7%	8.0%	14.4%	11.6%	72.2%	5.7%	10.6%
Male	26.9%	33.8%	13.8%	25.5%	23.7%	45.8%	10.5%	20.0%	18.2%	57.1%	8.3%	16.3%
<i>Race/Ethnicity Groups</i>												
Asian	20.8%	40.3%	12.6%	26.2%	19.3%	54.9%	9.3%	16.6%	13.4%	66.6%	7.5%	12.5%
African American	22.5%	39.3%	15.3%	22.9%	19.0%	51.1%	10.6%	19.3%	15.3%	59.7%	8.3%	16.7%
Hispanic	26.2%	40.9%	11.4%	21.6%	22.0%	52.3%	9.4%	16.4%	15.9%	64.8%	6.9%	12.4%
White	25.1%	32.7%	17.3%	24.9%	21.0%	48.4%	9.4%	21.1%	14.7%	60.2%	7.7%	17.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	24.9%	29.8%	16.5%	28.8%	23.4%	43.1%	9.0%	24.5%	16.2%	58.3%	7.2%	18.3%
Economically												
Disadvantaged	25.3%	41.5%	11.2%	21.9%	21.5%	52.6%	9.3%	16.6%	15.3%	65.0%	6.9%	12.8%
English Learners	24.0%	47.5%	11.0%	17.5%	21.6%	53.9%	10.2%	14.3%	15.6%	66.4%	7.2%	10.9%
Disabilities	22.4%	47.9%	9.5%	20.2%	18.7%	56.2%	8.9%	16.3%	14.9%	64.3%	7.1%	13.6%

Table C.29. Student-Reported Factors That Might Prevent Them From Graduating After the Math test

2006												
Group	Grade 10				Grade 11				Grade 12			
	A	B	C	D	A	B	C	D	A	B	C	D
All	26.8%	41.0%	11.8%	20.4%	21.5%	54.1%	8.4%	16.0%	14.8%	66.7%	6.5%	11.9%
Passed	26.9%	36.3%	13.8%	23.0%	21.2%	52.7%	8.2%	17.9%	12.4%	70.3%	5.7%	11.7%
Didn't Pass	26.5%	47.6%	9.2%	16.7%	21.8%	54.9%	8.5%	14.8%	16.5%	64.2%	7.1%	12.1%
<i>Gender Groups</i>												
Female	23.6%	48.0%	11.0%	17.4%	17.5%	62.3%	6.8%	13.4%	10.7%	75.9%	4.6%	8.7%
Male	29.4%	35.3%	12.6%	22.8%	25.1%	46.8%	9.8%	18.3%	18.5%	58.3%	8.3%	14.9%
<i>Race/Ethnicity Groups</i>												
Asian	22.6%	40.8%	12.3%	24.3%	20.1%	52.8%	10.1%	17.0%	14.5%	61.7%	9.2%	14.6%
African American	24.1%	43.3%	13.0%	19.5%	18.9%	55.3%	9.9%	16.0%	14.1%	66.1%	7.4%	12.4%
Hispanic	27.8%	43.3%	10.3%	18.6%	22.6%	54.4%	8.1%	14.9%	15.3%	67.8%	6.0%	10.8%
White	26.9%	35.8%	14.9%	22.4%	20.1%	53.0%	8.3%	18.6%	13.7%	65.9%	6.6%	13.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	27.7%	32.1%	14.1%	26.0%	24.2%	47.8%	7.8%	20.1%	13.8%	64.8%	6.3%	15.1%
Economically												
Disadvantaged	26.8%	43.7%	10.3%	19.2%	21.9%	54.6%	8.2%	15.3%	14.8%	67.3%	6.4%	11.5%
English Learners	25.6%	48.6%	10.4%	15.4%	23.0%	54.6%	9.2%	13.2%	15.9%	66.9%	7.1%	10.1%
Disabilities	23.1%	50.6%	8.8%	17.5%	19.2%	58.0%	8.2%	14.6%	15.1%	66.3%	7.0%	11.6%

Question 5: Post-High School Plans

Question 5: What do you think you will do after high school?

- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational, technical, or trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Table C.30. Post-high-school plans reported by 10th grade students in 2005 and 2006 after the ELA test

Group	2006 (10 th grade)						2006 (10 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	4.9%	18.5%	54.8%	3.7%	3.9%	14.2%	5.0%	18.4%	55.9%	4.0%	3.5%	13.2%
Passed	4.0%	17.5%	60.4%	3.4%	2.1%	12.5%	4.0%	17.3%	61.5%	3.7%	1.9%	11.6%
Didn't Pass	8.5%	21.9%	34.3%	4.8%	10.3%	20.2%	8.7%	22.3%	35.5%	5.1%	9.5%	18.9%
<i>Gender Groups</i>												
Female	2.2%	19.7%	61.4%	2.4%	2.3%	12.0%	2.3%	20.0%	62.2%	2.5%	2.1%	10.9%
Male	7.7%	17.2%	48.3%	5.0%	5.5%	16.4%	7.9%	17.0%	48.7%	5.6%	5.2%	15.6%
<i>Race/Ethnicity Groups</i>												
Asian	2.0%	10.1%	77.7%	1.5%	1.2%	7.5%	2.1%	9.8%	77.7%	1.7%	1.3%	7.4%
African American	3.6%	15.9%	62.6%	4.1%	4.2%	9.7%	3.5%	15.5%	63.7%	4.1%	4.1%	9.1%
Hispanic	5.7%	20.2%	47.4%	3.8%	5.4%	17.6%	6.1%	20.4%	47.8%	4.3%	5.1%	16.3%
White	5.1%	19.3%	55.6%	4.3%	2.8%	12.9%	5.0%	19.6%	55.9%	4.5%	2.7%	12.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	3.9%	17.1%	62.0%	3.4%	2.2%	11.3%	3.9%	17.2%	62.3%	3.8%	2.1%	10.7%
Economically												
Disadvantaged	5.8%	19.1%	48.6%	3.9%	5.4%	17.2%	6.1%	19.2%	49.5%	4.3%	5.2%	15.7%
English Learners	6.2%	20.9%	42.6%	3.6%	7.4%	19.3%	6.5%	20.3%	45.6%	3.8%	6.4%	17.4%
Disabilities	8.6%	24.7%	33.5%	5.6%	9.1%	18.5%	8.8%	24.5%	34.0%	6.0%	8.8%	17.9%

Table C.31. Post-high-school plans reported by 11th grade students in 2005 and 2006 after the ELA test

Group	2006 (11 th grade)						2006 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	8.1%	28.7%	32.2%	5.8%	9.3%	15.9%	7.8%	29.9%	33.4%	5.5%	7.9%	15.4%
Passed	7.1%	30.9%	36.1%	6.0%	5.9%	14.1%	6.7%	33.0%	36.9%	5.9%	4.6%	12.9%
Didn't Pass	9.1%	26.7%	28.6%	5.6%	12.4%	17.6%	8.7%	27.6%	30.8%	5.2%	10.4%	17.2%
<i>Gender Groups</i>												
Female	4.0%	32.6%	38.4%	3.8%	5.8%	15.4%	3.7%	33.9%	39.9%	3.0%	4.9%	14.7%
Male	11.2%	25.8%	27.6%	7.3%	11.9%	16.3%	11.0%	26.9%	28.4%	7.4%	10.3%	16.0%
<i>Race/Ethnicity Groups</i>												
Asian	4.4%	29.1%	48.5%	3.4%	4.5%	10.2%	3.6%	30.4%	49.4%	2.7%	4.3%	9.6%
African American	5.6%	28.2%	42.3%	6.1%	7.6%	10.3%	6.1%	29.2%	44.2%	5.6%	6.2%	8.7%
Hispanic	8.3%	28.3%	29.9%	5.5%	10.3%	17.7%	7.9%	28.9%	32.9%	5.0%	8.4%	16.9%
White	10.0%	30.3%	27.1%	7.4%	9.5%	15.9%	9.7%	33.6%	23.2%	9.0%	9.1%	15.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged Economically	7.4%	28.7%	39.8%	5.4%	6.7%	12.0%	8.3%	34.3%	30.5%	7.2%	6.8%	12.8%
Disadvantaged	8.1%	27.8%	31.4%	5.3%	10.2%	17.2%	7.6%	28.1%	34.7%	4.9%	8.3%	16.3%
English Learners	7.3%	27.1%	34.8%	4.5%	9.2%	17.2%	7.0%	28.0%	37.0%	4.2%	7.6%	16.2%
Disabilities	9.7%	29.1%	26.2%	6.6%	11.9%	16.5%	9.4%	30.8%	27.4%	6.5%	10.3%	15.6%

Table C.32. Post-high-school plans reported by matched students in 2005 (10th grade) and 2006 (11th grade) after the ELA test

	2006 (11 th grade-matched)						2006 (10 th grade-matched)					
Group	A	B	C	D	E	F	A	B	C	D	E	F
All	8.3%	29.5%	31.6%	5.4%	9.2%	16.0%						
Passed	7.5%	32.5%	34.4%	5.8%	6.0%	13.7%						
Didn't Pass	8.8%	27.2%	29.5%	5.1%	11.6%	17.7%	8.7%	27.6%	30.8%	5.2%	10.4%	17.2%
Gender Groups												
Female	4.0%	33.3%	37.7%	3.4%	5.8%	15.8%	3.7%	33.9%	39.9%	3.0%	4.9%	14.7%
Male	11.3%	26.8%	27.2%	6.9%	11.7%	16.2%	11.0%	26.9%	28.4%	7.4%	10.3%	16.0%
Race/Ethnicity Groups												
Asian	4.6%	30.9%	46.5%	3.5%	4.2%	10.2%	3.6%	30.4%	49.4%	2.7%	4.3%	9.6%
African American	5.8%	29.1%	42.5%	5.4%	7.3%	10.0%	6.1%	29.2%	44.2%	5.6%	6.2%	8.7%
Hispanic	8.1%	28.7%	30.6%	5.0%	9.8%	17.8%	7.9%	28.9%	32.9%	5.0%	8.4%	16.9%
White	11.1%	32.6%	22.3%	7.7%	10.7%	15.6%	9.7%	33.6%	23.2%	9.0%	9.1%	15.4%
Nondisadvantaged/Disadvantaged Groups												
Nondisadvantaged	9.0%	29.8%	35.5%	6.0%	7.1%	12.6%	8.3%	34.3%	30.5%	7.2%	6.8%	12.8%
Economically												
Disadvantaged	8.0%	28.1%	32.5%	4.8%	9.6%	17.0%	7.6%	28.1%	34.7%	4.9%	8.3%	16.3%
English Learners	7.1%	27.5%	34.9%	4.2%	8.8%	17.6%	7.0%	28.0%	37.0%	4.2%	7.6%	16.2%
Disabilities	9.5%	29.9%	27.0%	6.3%	11.3%	16.0%	9.4%	30.8%	27.4%	6.5%	10.3%	15.6%

Table C.33. Post-high-school plans reported by matched students in 2005 (11th grade) and 2006 (12th grade) after the ELA test

Group	2006 (12 th grade-matched)						2006 (11 th grade-matched)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	8.2%	38.6%	23.6%	6.3%	11.0%	12.3%						
Passed	7.7%	43.4%	24.7%	6.7%	7.6%	9.9%						
Didn't Pass	8.6%	34.9%	22.7%	6.0%	13.6%	14.2%	8.8%	27.4%	32.3%	5.2%	9.9%	16.3%
<i>Gender Groups</i>												
Female	4.0%	44.4%	28.0%	4.1%	7.1%	12.5%	4.3%	31.1%	39.2%	3.1%	6.4%	15.9%
Male	11.3%	34.3%	20.3%	8.0%	13.9%	12.2%	12.2%	24.6%	27.1%	6.9%	12.5%	16.6%
<i>Race/Ethnicity Groups</i>												
Asian	4.9%	43.6%	34.9%	3.5%	5.6%	7.5%	4.7%	29.0%	45.6%	3.2%	6.6%	10.9%
African American	7.2%	41.6%	28.5%	6.7%	9.0%	7.0%	6.4%	27.4%	41.5%	5.5%	9.2%	10.0%
Hispanic	8.1%	38.0%	23.1%	5.8%	11.3%	13.7%	9.0%	27.0%	31.4%	5.0%	9.9%	17.7%
White	10.4%	36.7%	16.4%	9.6%	14.1%	12.9%	11.5%	28.1%	22.2%	7.9%	12.7%	17.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	10.3%	44.2%	18.3%	6.5%	9.0%	11.6%	12.0%	27.0%	27.5%	7.5%	9.0%	17.0%
Economically												
Disadvantaged	7.6%	37.8%	24.6%	5.8%	11.0%	13.1%	8.6%	26.4%	33.3%	4.7%	9.8%	17.2%
English Learners	7.1%	38.0%	27.0%	4.8%	9.8%	13.3%	7.6%	27.0%	36.1%	4.0%	8.5%	16.9%
Disabilities	9.5%	37.3%	20.4%	7.2%	13.4%	12.3%	10.4%	27.2%	27.7%	6.3%	12.0%	16.3%

Table C.34. Post-high-school plans reported by 10th grade students in 2005 and 2006 after the Math test

Group	2006 (10 th grade)						2006 (10 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	5.5%	18.6%	54.1%	3.6%	4.0%	14.1%	5.4%	18.3%	55.0%	4.0%	3.7%	13.6%
Passed	4.6%	17.0%	60.3%	3.3%	2.3%	12.5%	4.5%	16.6%	61.5%	3.6%	2.0%	11.8%
Didn't Pass	8.6%	23.8%	34.2%	4.6%	9.4%	19.5%	8.4%	23.6%	35.7%	4.9%	8.7%	18.8%
<i>Gender Groups</i>												
Female	2.6%	19.8%	60.7%	2.3%	2.4%	12.1%	2.5%	19.9%	61.4%	2.5%	2.3%	11.4%
Male	8.5%	17.4%	47.5%	4.9%	5.6%	16.1%	8.5%	17.0%	47.7%	5.5%	5.3%	15.9%
<i>Race/Ethnicity Groups</i>												
Asian	2.6%	10.1%	76.7%	1.5%	1.3%	7.8%	2.5%	9.8%	76.8%	1.6%	1.3%	8.0%
African American	4.4%	16.3%	61.6%	3.9%	4.2%	9.5%	3.8%	15.9%	62.9%	3.8%	4.2%	9.4%
Hispanic	6.1%	20.4%	46.9%	3.7%	5.5%	17.4%	6.4%	20.3%	47.2%	4.2%	5.2%	16.7%
White	5.8%	19.3%	54.9%	4.1%	2.9%	13.0%	5.6%	19.4%	54.9%	4.6%	2.8%	12.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	4.6%	17.1%	61.2%	3.4%	2.3%	11.4%	4.5%	17.0%	61.5%	3.8%	2.2%	11.2%
Economically												
Disadvantaged	6.3%	19.4%	48.1%	3.7%	5.6%	17.0%	6.3%	19.2%	48.8%	4.1%	5.4%	16.2%
English Learners	6.6%	21.3%	42.1%	3.5%	7.7%	18.9%	6.7%	20.2%	44.9%	3.7%	6.4%	18.1%
Disabilities	9.3%	24.9%	33.3%	5.3%	9.0%	18.1%	9.2%	24.7%	33.4%	5.8%	8.8%	18.1%

Table C.35. Post-high-school plans reported by 11th grade students in 2005 and 2006 after the Math test

Group	2006 (11 th grade)						2006 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	8.2%	30.2%	31.2%	5.8%	8.8%	15.7%	8.0%	32.1%	31.5%	5.8%	7.4%	15.2%
Passed	7.3%	30.9%	35.9%	6.0%	5.7%	14.2%	7.1%	34.3%	34.8%	6.3%	4.3%	13.2%
Didn't Pass	9.0%	29.6%	27.3%	5.7%	11.4%	17.0%	8.7%	30.5%	29.2%	5.4%	9.6%	16.6%
<i>Gender Groups</i>												
Female	4.4%	34.7%	36.4%	4.2%	5.6%	14.8%	4.1%	36.5%	37.2%	3.7%	4.7%	13.8%
Male	11.9%	25.9%	26.2%	7.5%	12.0%	16.5%	12.1%	27.4%	25.5%	7.9%	10.3%	16.7%
<i>Race/Ethnicity Groups</i>												
Asian	5.0%	28.3%	45.5%	3.4%	5.7%	12.1%	5.5%	33.5%	38.2%	4.2%	6.1%	12.6%
African American	6.1%	28.7%	42.2%	6.1%	6.7%	10.2%	5.2%	28.5%	46.9%	6.4%	4.9%	8.1%
Hispanic	8.2%	30.0%	29.2%	5.4%	9.9%	17.3%	8.2%	31.0%	31.2%	5.1%	7.9%	16.6%
White	9.9%	32.5%	26.1%	7.3%	8.3%	15.7%	9.4%	37.4%	21.3%	8.4%	7.8%	15.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged Economically	6.5%	30.9%	38.9%	4.4%	6.0%	13.3%	7.1%	37.7%	30.8%	6.7%	5.3%	12.4%
Disadvantaged	8.3%	29.1%	30.4%	5.4%	10.0%	16.8%	8.1%	29.6%	32.7%	5.1%	8.1%	16.4%
English Learners	7.7%	27.4%	32.8%	4.5%	9.8%	17.7%	7.8%	28.8%	33.5%	4.6%	8.1%	17.2%
Disabilities	10.1%	30.3%	25.7%	6.5%	11.2%	16.3%	9.7%	31.7%	26.2%	6.6%	9.9%	16.0%

Table C.36. Post-high-school plans reported by matched students in 2005 (10th grade) and 2006 (11th grade) after the Math test

	2006 (11 th grade-matched)						2006 (10 th grade-matched)					
Group	A	B	C	D	E	F	A	B	C	D	E	F
All	8.3%	29.5%	31.6%	5.4%	9.2%	16.0%						
Passed	7.5%	32.5%	34.4%	5.8%	6.0%	13.7%						
Didn't Pass	8.8%	27.2%	29.5%	5.1%	11.6%	17.7%	8.6%	30.2%	28.6%	5.1%	10.6%	16.8%
Gender Groups												
Female	4.0%	33.3%	37.7%	3.4%	5.8%	15.8%	4.4%	35.9%	35.7%	3.8%	5.4%	14.9%
Male	11.3%	26.8%	27.2%	6.9%	11.7%	16.2%	12.1%	27.0%	25.3%	7.2%	11.9%	16.5%
Race/Ethnicity Groups												
Asian	4.6%	30.9%	46.5%	3.5%	4.2%	10.2%	5.1%	31.2%	40.3%	3.2%	6.7%	13.5%
African American	5.8%	29.1%	42.5%	5.4%	7.3%	10.0%	6.1%	29.2%	43.6%	5.4%	5.8%	9.9%
Hispanic	8.1%	28.7%	30.6%	5.0%	9.8%	17.8%	7.9%	30.8%	29.9%	4.9%	9.3%	17.2%
White	11.1%	32.6%	22.3%	7.7%	10.7%	15.6%	10.5%	35.7%	22.0%	7.4%	9.0%	15.4%
Nondisadvantaged/Disadvantaged Groups												
Nondisadvantaged	9.0%	29.8%	35.5%	6.0%	7.1%	12.6%	6.3%	33.3%	36.5%	4.0%	6.1%	14.0%
Economically												
Disadvantaged	8.0%	28.1%	32.5%	4.8%	9.6%	17.0%	8.1%	29.7%	31.4%	4.8%	9.3%	16.7%
English Learners	7.1%	27.5%	34.9%	4.2%	8.8%	17.6%	7.5%	28.1%	32.6%	4.1%	9.6%	18.1%
Disabilities	9.5%	29.9%	27.0%	6.3%	11.3%	16.0%	9.7%	31.3%	26.8%	6.0%	10.5%	15.6%

Table C.37. Post-high-school plans reported by matched students in 2005 (11th grade) and 2006 (12th grade) after the Math test

Group	2006 (12 th grade-matched)						2006 (11 th grade-matched)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	8.3%	41.1%	21.3%	7.0%	10.3%	12.0%						
Passed	7.6%	45.2%	22.8%	7.7%	6.8%	9.9%						
Didn't Pass	8.8%	38.1%	20.2%	6.5%	12.9%	13.5%	8.6%	30.3%	30.3%	5.6%	9.2%	16.0%
<i>Gender Groups</i>												
Female	4.3%	47.9%	24.4%	5.5%	6.7%	11.2%	4.4%	35.1%	35.7%	3.7%	6.2%	14.9%
Male	12.5%	34.0%	18.0%	8.7%	14.0%	12.7%	13.1%	25.0%	24.6%	7.7%	12.4%	17.2%
<i>Race/Ethnicity Groups</i>												
Asian	5.9%	41.4%	27.8%	4.9%	9.4%	10.6%	6.1%	30.1%	35.7%	4.2%	8.9%	15.0%
African American	6.5%	43.1%	28.7%	7.9%	6.9%	6.9%	5.9%	28.3%	44.2%	5.8%	6.6%	9.2%
Hispanic	8.2%	40.5%	21.0%	6.4%	10.9%	13.0%	8.9%	30.1%	29.0%	5.1%	9.6%	17.4%
White	10.3%	41.4%	15.0%	9.2%	11.7%	12.4%	10.2%	32.7%	21.5%	8.0%	10.6%	17.0%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged Economically	8.1%	48.9%	17.8%	7.2%	9.3%	8.7%	8.6%	38.4%	27.1%	4.0%	8.6%	13.3%
Disadvantaged	8.2%	39.5%	22.3%	6.4%	10.7%	12.9%	8.9%	28.4%	31.0%	5.0%	9.8%	16.9%
English Learners	8.0%	38.2%	24.1%	5.2%	10.7%	13.8%	8.3%	28.1%	32.2%	4.4%	9.3%	17.7%
Disabilities	9.6%	39.2%	19.7%	7.2%	12.3%	11.9%	10.1%	28.7%	27.0%	6.4%	11.4%	16.4%

Question 6: Certainty about Post-High School Plans

Question 6: How sure are you about what you will do after high school?

- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Table C.38. Certainty about post-high-school plans indicated by 10th grade students in 2005 and 2006 after the ELA test

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	40.3%	47.4%	12.2%	43.4%	44.2%	12.4%
Passed	40.1%	48.8%	11.1%	43.7%	45.0%	11.3%
Didn't Pass	41.1%	42.4%	16.5%	42.3%	41.3%	16.4%
<i>Gender Groups</i>						
Female	42.4%	47.4%	10.2%	46.2%	43.7%	10.2%
Male	38.3%	47.4%	14.3%	40.5%	44.6%	14.8%
<i>Race/Ethnicity Groups</i>						
Asian	43.2%	46.3%	10.5%	46.6%	42.6%	10.7%
African American	52.3%	39.5%	8.2%	55.1%	36.3%	8.5%
Hispanic	38.0%	48.7%	13.2%	40.8%	45.7%	13.6%
White	40.1%	47.4%	12.4%	43.1%	44.2%	12.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	41.3%	47.4%	11.3%	44.6%	43.9%	11.5%
Economically Disadvantaged	39.1%	47.8%	13.1%	41.9%	44.7%	13.4%
English Learners	40.6%	43.8%	15.5%	42.2%	42.8%	15.1%
Disabilities	41.7%	43.1%	15.1%	43.0%	41.3%	15.7%

Table C.39. Certainty about post-high-school plans indicated by 11th grade students in 2005 and 2006 after the ELA test

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	44.0%	42.1%	13.9%	45.1%	41.6%	13.3%
Passed	43.4%	45.1%	11.5%	45.3%	44.0%	10.7%
Didn't Pass	44.6%	39.3%	16.1%	45.0%	39.7%	15.3%
<i>Gender Groups</i>						
Female	47.3%	40.7%	12.0%	48.8%	40.1%	11.1%
Male	41.6%	43.1%	15.4%	42.3%	42.7%	15.0%
<i>Race/Ethnicity Groups</i>						
Asian	46.4%	40.6%	12.9%	50.2%	38.3%	11.5%
African American	53.5%	37.0%	9.6%	55.5%	36.6%	7.9%
Hispanic	42.3%	42.9%	14.8%	43.5%	42.3%	14.2%
White	42.5%	43.1%	14.4%	44.5%	41.8%	13.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	43.5%	44.9%	11.5%	44.6%	43.9%	11.4%
Economically Disadvantaged	43.6%	41.8%	14.6%	44.9%	41.2%	13.9%
English Learners	44.4%	40.4%	15.2%	44.8%	40.7%	14.5%
Disabilities	45.0%	40.3%	14.7%	46.5%	40.0%	13.5%

Table C.40. Certainty about post-high-school plans indicated by matched students in 2005 (10th grade) and 2006 (11th grade) after the ELA test

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	44.1%	42.2%	13.6%			
Passed	43.6%	45.5%	10.9%			
Didn't Pass	44.5%	39.8%	15.7%	43.1%	41.2%	15.7%
<i>Gender Groups</i>						
Female	47.4%	40.7%	12.0%	46.4%	39.9%	13.7%
Male	41.7%	43.4%	14.9%	40.6%	42.3%	17.2%
<i>Race/Ethnicity Groups</i>						
Asian	46.0%	41.3%	12.6%	42.4%	41.6%	16.0%
African American	53.9%	36.7%	9.4%	55.0%	35.0%	10.1%
Hispanic	42.5%	43.0%	14.5%	41.3%	42.0%	16.6%
White	43.0%	43.1%	13.9%	42.0%	41.9%	16.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	44.1%	43.8%	12.1%	39.7%	46.5%	13.8%
Economically Disadvantaged	43.8%	41.9%	14.3%	42.9%	40.9%	16.2%
English Learners	44.1%	41.0%	14.9%	42.9%	40.0%	17.1%
Disabilities	45.5%	40.5%	13.9%	44.6%	39.0%	16.4%

Table C.41. Certainty about post-high-school plans indicated by matched students in 2005 (11th grade) and 2006 (12th grade) after the ELA test

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	52.0%	36.7%	11.3%			
Passed	53.0%	38.2%	8.8%			
Didn't Pass	51.2%	35.6%	13.2%	45.8%	39.4%	14.8%
<i>Gender Groups</i>						
Female	55.9%	34.2%	9.9%	49.7%	37.6%	12.7%
Male	49.1%	38.6%	12.3%	42.9%	40.8%	16.3%
<i>Race/Ethnicity Groups</i>						
Asian	57.8%	32.5%	9.8%	47.6%	37.4%	15.0%
African American	60.0%	31.7%	8.3%	56.1%	33.9%	10.0%
Hispanic	50.4%	37.6%	12.0%	44.1%	40.6%	15.3%
White	50.3%	38.2%	11.5%	44.9%	39.4%	15.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	48.8%	39.9%	11.4%	42.9%	41.4%	15.8%
Economically Disadvantaged	51.7%	36.6%	11.7%	45.4%	39.2%	15.4%
English Learners	52.1%	35.8%	12.1%	45.4%	38.9%	15.7%
Disabilities	52.1%	36.5%	11.4%	46.6%	38.3%	15.1%

Table C.42. Certainty about post-high-school plans indicated by 10th grade students in 2005 and 2006 after the Math test

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	41.7%	46.3%	12.1%	44.4%	42.9%	12.7%
Passed	41.5%	47.5%	11.0%	44.6%	43.7%	11.7%
Didn't Pass	42.3%	42.3%	15.4%	43.8%	40.6%	15.6%
<i>Gender Groups</i>						
Female	43.6%	46.5%	9.9%	46.9%	42.8%	10.3%
Male	39.7%	46.0%	14.3%	41.7%	43.0%	15.3%
<i>Race/Ethnicity Groups</i>						
Asian	44.4%	45.5%	10.1%	47.3%	41.6%	11.1%
African American	53.5%	38.6%	7.9%	56.1%	35.1%	8.7%
Hispanic	39.6%	47.1%	13.3%	41.9%	44.2%	13.9%
White	41.3%	46.6%	12.1%	44.0%	43.2%	12.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	42.4%	46.7%	10.9%	45.4%	43.0%	11.6%
Economically Disadvantaged	40.6%	46.2%	13.1%	43.0%	43.2%	13.9%
English Learners	42.2%	42.3%	15.5%	43.6%	40.9%	15.6%
Disabilities	43.0%	41.7%	15.3%	44.2%	39.7%	16.1%

Table C.43. Certainty about post-high-school plans indicated by 11th grade students in 2005 and 2006 after the Math test

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	45.2%	40.4%	14.4%	46.3%	41.2%	12.6%
Passed	44.5%	42.1%	13.4%	45.9%	43.3%	10.8%
Didn't Pass	43.7%	44.1%	12.1%	46.6%	39.7%	13.7%
<i>Gender Groups</i>						
Female	46.9%	41.9%	11.2%	49.2%	40.5%	10.3%
Male	42.3%	42.3%	15.4%	43.3%	41.9%	14.8%
<i>Race/Ethnicity Groups</i>						
Asian	45.9%	40.7%	13.4%	48.2%	38.6%	13.2%
African American	54.5%	36.4%	9.1%	57.6%	34.9%	7.4%
Hispanic	42.8%	43.1%	14.2%	44.7%	42.2%	13.1%
White	42.7%	43.0%	14.2%	45.2%	41.0%	13.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	44.6%	43.2%	12.2%	46.6%	42.9%	10.4%
Economically Disadvantaged	43.9%	42.2%	13.9%	45.9%	40.9%	13.2%
English Learners	44.5%	40.3%	15.2%	45.9%	39.8%	14.3%
Disabilities	45.6%	39.7%	14.6%	47.5%	38.6%	13.9%

Table C.44. Certainty about post-high-school plans indicated by matched students in 2005 (10th grade) and 2006 (11th grade) after the Math test

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	44.7%	42.5%	12.8%			
Passed	43.9%	44.7%	11.4%			
Didn't Pass	45.2%	40.9%	13.9%	44.4%	41.0%	14.6%
<i>Gender Groups</i>						
Female	46.8%	42.2%	11.0%	46.8%	40.8%	12.5%
Male	42.4%	42.8%	14.8%	41.9%	41.2%	16.9%
<i>Race/Ethnicity Groups</i>						
Asian	44.3%	42.2%	13.5%	43.8%	39.8%	16.4%
African American	55.1%	36.3%	8.6%	56.7%	34.3%	9.0%
Hispanic	42.9%	43.5%	13.6%	42.3%	42.0%	15.7%
White	43.4%	43.3%	13.3%	42.2%	42.5%	15.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	44.7%	43.5%	11.8%	43.3%	44.1%	12.6%
Economically Disadvantaged	44.1%	42.4%	13.5%	44.0%	40.6%	15.3%
English Learners	44.1%	41.0%	14.9%	44.1%	39.0%	16.9%
Disabilities	46.3%	39.9%	13.8%	45.6%	38.3%	16.1%

Table C.45. Certainty about post-high-school plans indicated by matched students in 2005 (11th grade) and 2006 (12th grade) after the Math test

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	52.5%	37.1%	10.5%			
Passed	53.8%	37.4%	8.8%			
Didn't Pass	51.4%	36.8%	11.8%	47.5%	39.1%	13.4%
<i>Gender Groups</i>						
Female	55.6%	35.7%	8.6%	50.5%	38.3%	11.3%
Male	49.1%	38.5%	12.4%	44.3%	40.1%	15.6%
<i>Race/Ethnicity Groups</i>						
Asian	53.8%	36.0%	10.2%	47.2%	37.3%	15.5%
African American	62.0%	30.5%	7.5%	57.6%	33.9%	8.5%
Hispanic	50.9%	38.1%	11.0%	45.5%	40.5%	14.1%
White	49.9%	39.0%	11.1%	45.9%	39.5%	14.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	51.9%	40.7%	7.4%	44.9%	44.4%	10.7%
Economically Disadvantaged	52.0%	36.8%	11.1%	47.3%	38.8%	13.9%
English Learners	52.1%	36.1%	11.8%	46.8%	38.1%	15.1%
Disabilities	52.4%	36.7%	11.0%	47.9%	37.5%	14.6%

Question 7: How Well They Did

Question 7: How well did you do on this test?

- A. I did as well as I could.
- B. I did not do as well as I could have.

Table C.46. Self-reported performance on the ELA test by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	88.1%	11.9%	86.9%	13.1%
Passed	90.9%	9.1%	89.9%	10.1%
Didn't Pass	77.8%	22.2%	76.0%	24.0%
<i>Gender Groups</i>				
Female	90.6%	9.4%	89.5%	10.5%
Male	85.7%	14.3%	84.1%	15.9%
<i>Race/Ethnicity Groups</i>				
Asian	85.8%	14.2%	84.8%	15.2%
African American	88.2%	11.8%	87.0%	13.0%
Hispanic	86.7%	13.3%	85.1%	14.9%
White	90.5%	9.5%	89.1%	10.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	90.2%	9.8%	89.1%	10.9%
Economically Disadvantaged	86.6%	13.4%	84.9%	15.1%
English Learners	82.0%	18.0%	81.0%	19.0%
Disabilities	82.5%	17.5%	80.5%	19.5%

Table C.47. Self-reported performance on the ELA test by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	83.8%	16.2%	84.6%	15.4%
Passed	89.2%	10.8%	89.4%	10.6%
Didn't Pass	78.8%	21.2%	81.0%	19.0%
<i>Gender Groups</i>				
Female	86.9%	13.1%	87.4%	12.6%
Male	81.6%	18.4%	82.4%	17.6%
<i>Race/Ethnicity Groups</i>				
Asian	80.3%	19.7%	83.2%	16.8%
African American	85.1%	14.9%	85.2%	14.8%
Hispanic	83.6%	16.4%	84.6%	15.4%
White	84.5%	15.5%	84.2%	15.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	84.6%	15.4%	86.4%	13.6%
Economically Disadvantaged	83.8%	16.2%	84.6%	15.4%
English Learners	82.7%	17.3%	83.9%	16.1%
Disabilities	82.3%	17.7%	82.9%	17.1%

Table C.48. Self-reported performance on the ELA test by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	84.8%	15.2%		
Passed	89.9%	10.1%		
Didn't Pass	80.9%	19.1%	81.0%	19.0%
<i>Gender Groups</i>				
Female	87.6%	12.4%	87.4%	12.6%
Male	82.8%	17.2%	82.4%	17.6%
<i>Race/Ethnicity Groups</i>				
Asian	83.1%	16.9%	83.2%	16.8%
African American	86.0%	14.0%	85.2%	14.8%
Hispanic	84.8%	15.2%	84.6%	15.4%
White	84.5%	15.5%	84.2%	15.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	85.3%	14.7%	86.4%	13.6%
Economically Disadvantaged	85.0%	15.0%	84.6%	15.4%
English Learners	84.4%	15.6%	83.9%	16.1%
Disabilities	83.7%	16.3%	82.9%	17.1%

Table C.49. Self-reported performance on the ELA test by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)		2005 (11 th grade-matched)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	87.5%	12.5%		
Passed	91.9%	8.1%		
Didn't Pass	84.1%	15.9%	80.0%	20.0%
<i>Gender Groups</i>				
Female	90.1%	9.9%	82.9%	17.1%
Male	85.5%	14.5%	78.1%	21.9%
<i>Race/Ethnicity Groups</i>				
Asian	86.8%	13.2%	77.0%	23.0%
African American	86.8%	13.2%	80.3%	19.7%
Hispanic	87.8%	12.2%	80.5%	19.5%
White	87.1%	12.9%	78.6%	21.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	87.8%	12.2%	81.0%	19.0%
Economically Disadvantaged	87.8%	12.2%	80.6%	19.4%
English Learners	87.7%	12.3%	79.9%	20.1%
Disabilities	86.6%	13.4%	80.2%	19.8%

Table C.50. Self-reported performance on the Math test by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	83.7%	16.3%	81.0%	19.0%
Passed	86.1%	13.9%	83.8%	16.2%
Didn't Pass	75.9%	24.1%	72.6%	27.4%
<i>Gender Groups</i>				
Female	83.8%	16.2%	80.7%	19.3%
Male	83.6%	16.4%	81.1%	18.9%
<i>Race/Ethnicity Groups</i>				
Asian	87.0%	13.0%	85.0%	15.0%
African American	82.3%	17.7%	79.1%	20.9%
Hispanic	82.3%	17.7%	79.1%	20.9%
White	85.2%	14.8%	82.5%	17.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	85.0%	15.0%	82.3%	17.7%
Economically Disadvantaged	82.8%	17.2%	79.8%	20.2%
English Learners	81.8%	18.2%	79.4%	20.6%
Disabilities	79.2%	20.8%	76.9%	23.1%

Table C.51. Self-reported performance on the Math test by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	82.4%	17.6%	81.8%	18.2%
Passed	85.6%	14.4%	84.5%	15.5%
Didn't Pass	79.8%	20.2%	80.0%	20.0%
<i>Gender Groups</i>				
Female	84.6%	15.4%	83.3%	16.7%
Male	80.4%	19.6%	80.3%	19.7%
<i>Race/Ethnicity Groups</i>				
Asian	83.4%	16.6%	83.0%	17.0%
African American	83.5%	16.5%	83.1%	16.9%
Hispanic	82.5%	17.5%	81.5%	18.5%
White	81.9%	18.1%	82.1%	17.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	82.3%	17.7%	82.5%	17.5%
Economically Disadvantaged	82.9%	17.1%	82.0%	18.0%
English Learners	83.0%	17.0%	81.4%	18.6%
Disabilities	81.5%	18.5%	80.8%	19.2%

Table C.52. Self-reported performance on the Math test by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	84.0%	16.0%		
Passed	87.4%	12.6%		
Didn't Pass	81.5%	18.5%	73.8%	26.2%
<i>Gender Groups</i>				
Female	85.9%	14.1%	74.0%	26.0%
Male	82.0%	18.0%	73.6%	26.4%
<i>Race/Ethnicity Groups</i>				
Asian	84.9%	15.1%	73.7%	26.3%
African American	84.8%	15.2%	75.8%	24.2%
Hispanic	83.9%	16.1%	73.9%	26.1%
White	83.6%	16.4%	72.5%	27.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	84.1%	15.9%	69.1%	30.9%
Economically Disadvantaged	84.2%	15.8%	74.6%	25.4%
English Learners	84.2%	15.8%	75.6%	24.4%
Disabilities	82.8%	17.2%	75.7%	24.3%

Table C.53. Self-reported performance on the Math test by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)		2005 (11 th grade-matched)	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	87.1%	12.9%		
Passed	89.8%	10.2%		
Didn't Pass	85.0%	15.0%	78.7%	21.3%
<i>Gender Groups</i>				
Female	89.3%	10.7%	80.2%	19.8%
Male	84.7%	15.3%	77.2%	22.8%
<i>Race/Ethnicity Groups</i>				
Asian	88.5%	11.5%	80.3%	19.7%
African American	87.7%	12.3%	79.6%	20.4%
Hispanic	86.9%	13.1%	78.6%	21.4%
White	87.2%	12.8%	78.2%	21.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	87.7%	12.3%	77.8%	22.2%
Economically Disadvantaged	87.3%	12.7%	79.3%	20.7%
English Learners	87.0%	13.0%	79.2%	20.8%
Disabilities	86.3%	13.7%	79.7%	20.3%

Question 8: Reasons for Poor Performance

Question 8: The main reasons I did not do as well on this test as I could have are (mark all that apply):

- A. I was too nervous to do as well as I could.
- B. I was not motivated to do well.
- C. I did not have time to do as well as I could.
- D. Conditions in the testing room made it difficult to concentrate.
- E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
- F. There were other reasons why I did not do as well as I could.

Table C.54. Reasons for not performing optimally on the ELA test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)						2005 (10 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	28.3%	20.4%	8.0%	18.3%	20.0%	43.6%	28.1%	21.9%	8.2%	18.5%	19.0%	41.0%
Passed	26.9%	21.5%	7.0%	20.2%	19.5%	50.0%	26.4%	23.5%	7.6%	20.9%	18.3%	46.8%
Didn't Pass	30.4%	18.7%	9.7%	15.6%	20.6%	33.9%	30.8%	19.4%	9.2%	14.9%	20.2%	32.0%
<i>Gender Groups</i>												
Female	35.5%	16.7%	6.5%	18.6%	22.4%	45.5%	35.0%	18.0%	6.5%	18.8%	21.3%	41.6%
Male	23.6%	22.8%	9.1%	18.2%	18.3%	42.3%	23.1%	24.5%	9.4%	18.2%	17.4%	40.7%
<i>Race/Ethnicity Groups</i>												
Asian	22.3%	23.0%	8.4%	20.8%	17.1%	48.1%	22.6%	24.9%	7.8%	19.5%	16.2%	44.4%
African American	30.1%	18.3%	8.7%	17.3%	20.5%	38.6%	29.4%	20.2%	9.4%	17.1%	18.0%	35.7%
Hispanic	32.6%	16.5%	8.3%	16.3%	22.1%	39.5%	32.1%	17.4%	8.5%	16.8%	21.5%	37.0%
White	23.4%	26.2%	7.3%	20.9%	17.1%	49.1%	23.0%	28.1%	7.7%	21.0%	16.1%	46.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged Economically	24.5%	25.1%	7.2%	20.6%	17.3%	49.1%	23.8%	27.3%	7.3%	20.6%	15.9%	45.7%
Disadvantaged	31.5%	16.8%	8.5%	16.9%	22.4%	40.1%	30.8%	17.8%	8.8%	17.2%	21.5%	37.9%
English Learners	32.7%	13.9%	9.5%	14.9%	21.5%	32.3%	33.0%	14.6%	9.1%	14.7%	20.9%	31.8%
Disabilities	28.6%	18.4%	10.3%	17.1%	20.5%	35.1%	29.6%	19.4%	10.4%	15.6%	20.5%	33.5%

Table C.55. Reasons for not performing optimally on the ELA test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)						2005 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	28.2%	19.6%	10.6%	15.9%	20.5%	32.0%	28.8%	18.6%	10.2%	14.6%	19.4%	31.9%
Passed	28.6%	21.3%	10.4%	18.1%	21.0%	38.4%	29.0%	19.4%	10.3%	15.9%	21.9%	38.9%
Didn't Pass	28.1%	18.9%	10.7%	15.0%	20.2%	29.5%	28.7%	18.3%	10.2%	14.0%	18.3%	28.9%
<i>Gender Groups</i>												
Female	37.3%	15.6%	8.2%	13.8%	23.2%	34.1%	36.4%	13.9%	7.6%	13.5%	21.4%	30.9%
Male	23.5%	21.6%	11.8%	17.0%	19.1%	30.9%	24.6%	21.2%	11.6%	15.2%	18.2%	32.4%
<i>Race/Ethnicity Groups</i>												
Asian	25.3%	17.7%	12.3%	15.6%	20.7%	32.6%	27.8%	17.2%	10.1%	16.3%	18.0%	34.0%
African American	27.7%	19.6%	12.1%	17.2%	18.3%	27.4%	26.7%	19.4%	12.6%	13.8%	19.2%	28.3%
Hispanic	29.9%	17.7%	10.3%	14.7%	20.8%	30.7%	29.8%	17.1%	10.0%	13.5%	20.0%	30.0%
White	24.1%	26.7%	10.1%	20.1%	19.7%	38.1%	26.0%	24.0%	10.7%	18.4%	17.8%	38.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	30.8%	20.0%	9.2%	11.5%	17.7%	38.5%	25.9%	26.9%	8.3%	16.4%	16.7%	40.3%
Economically												
Disadvantaged	28.9%	17.7%	10.1%	15.3%	21.2%	31.7%	29.4%	17.0%	10.3%	14.9%	19.9%	30.3%
English Learners	30.5%	15.4%	10.2%	14.2%	21.0%	29.2%	31.1%	15.4%	10.0%	13.0%	20.3%	28.1%
Disabilities	27.4%	20.0%	11.9%	16.1%	20.2%	29.6%	26.5%	17.6%	11.5%	14.8%	19.6%	29.3%

Table C.56. Reasons for not performing optimally on the ELA test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)						2005 (10 th grade-matched)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	28.2%	19.6%	10.6%	15.9%	20.5%	32.0%						
Passed	28.5%	21.2%	10.4%	18.1%	21.0%	38.4%						
Didn't Pass	28.1%	18.9%	10.7%	15.0%	20.2%	29.5%	28.7%	18.3%	10.2%	14.0%	18.3%	28.9%
<i>Gender Groups</i>												
Female	37.3%	15.6%	8.2%	13.8%	23.2%	34.1%	36.4%	13.9%	7.6%	13.5%	21.4%	30.9%
Male	23.5%	21.6%	11.8%	17.0%	19.1%	30.9%	24.6%	21.2%	11.6%	15.2%	18.2%	32.4%
<i>Race/Ethnicity Groups</i>												
Asian	25.3%	17.7%	12.3%	15.6%	20.7%	32.6%	27.8%	17.2%	10.1%	16.3%	18.0%	34.0%
African American	27.7%	19.6%	12.1%	17.2%	18.3%	27.4%	26.7%	19.4%	12.6%	13.8%	19.2%	28.3%
Hispanic	29.9%	17.7%	10.3%	14.7%	20.8%	30.7%	29.8%	17.1%	10.0%	13.5%	20.0%	30.0%
White	24.1%	26.7%	10.1%	20.1%	19.7%	38.1%	26.0%	24.0%	10.7%	18.4%	17.8%	38.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	30.8%	20.0%	9.2%	11.5%	17.7%	38.5%	25.9%	26.9%	8.3%	16.4%	16.7%	40.3%
Economically												
Disadvantaged	28.9%	17.7%	10.1%	15.3%	21.2%	31.7%	29.4%	17.0%	10.3%	14.9%	19.9%	30.3%
English Learners	30.5%	15.4%	10.2%	14.2%	21.0%	29.2%	31.1%	15.4%	10.0%	13.0%	20.3%	28.1%
Disabilities	27.4%	20.0%	11.9%	16.1%	20.2%	29.6%	26.5%	17.6%	11.5%	14.8%	19.6%	29.3%

Table C.57. Reasons for not performing optimally on the ELA test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade)						2005 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	29.5%	19.6%	11.5%	14.3%	17.7%	26.8%						
Passed	29.4%	20.1%	11.0%	15.9%	19.1%	29.3%						
Didn't Pass	29.5%	19.4%	11.7%	13.6%	17.2%	25.8%	28.4%	18.4%	10.1%	14.4%	19.1%	29.4%
<i>Gender Groups</i>												
Female	37.1%	13.7%	8.1%	13.5%	19.8%	27.1%	35.1%	14.2%	7.1%	12.8%	20.2%	29.9%
Male	25.6%	22.5%	13.2%	14.7%	16.7%	26.7%	24.4%	20.8%	11.9%	15.3%	18.5%	29.1%
<i>Race/Ethnicity Groups</i>												
Asian	20.6%	15.3%	14.2%	16.9%	18.3%	27.8%	22.1%	15.1%	12.4%	12.2%	20.1%	30.8%
African American	27.9%	22.7%	14.3%	15.4%	17.3%	23.7%	29.2%	21.7%	11.5%	15.0%	17.4%	26.5%
Hispanic	32.2%	18.5%	10.5%	13.4%	18.2%	25.6%	29.7%	16.8%	9.7%	14.0%	19.3%	28.0%
White	25.9%	24.0%	12.1%	15.1%	16.8%	30.8%	25.8%	24.0%	10.2%	16.4%	19.1%	36.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	26.5%	18.4%	8.2%	10.2%	36.7%	38.8%	24.7%	23.4%	10.4%	16.9%	28.6%	37.7%
Economically												
Disadvantaged	30.0%	18.7%	11.3%	14.3%	18.0%	26.1%	29.0%	17.1%	10.1%	14.6%	19.0%	28.4%
English Learners	32.2%	16.1%	9.8%	13.0%	18.3%	25.1%	30.0%	14.4%	9.9%	13.2%	19.5%	26.3%
Disabilities	25.6%	19.0%	13.1%	15.1%	17.4%	27.5%	26.1%	17.7%	12.0%	15.5%	19.6%	27.8%

Table C.58. Reasons for not performing optimally on the Math test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)						2005 (10 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	23.4%	16.8%	5.4%	13.0%	51.9%	32.9%	21.6%	16.8%	5.1%	13.1%	51.0%	31.6%
Passed	21.4%	16.6%	4.7%	13.7%	56.6%	33.6%	19.3%	16.9%	4.5%	14.2%	55.8%	32.0%
Didn't Pass	27.1%	17.3%	6.6%	11.8%	43.2%	31.7%	25.5%	16.6%	6.2%	11.2%	42.3%	31.0%
<i>Gender Groups</i>												
Female	26.4%	13.3%	3.5%	12.0%	62.6%	33.0%	23.9%	12.9%	3.4%	12.3%	60.9%	31.3%
Male	20.5%	20.3%	7.3%	14.1%	41.4%	32.8%	18.9%	20.8%	7.0%	13.9%	40.3%	32.2%
<i>Race/Ethnicity Groups</i>												
Asian	18.5%	22.8%	5.9%	15.6%	45.8%	34.4%	16.8%	21.9%	5.2%	15.4%	46.2%	30.0%
African American	24.5%	15.0%	5.6%	11.3%	50.8%	31.0%	22.3%	14.4%	5.5%	10.5%	49.3%	30.2%
Hispanic	26.8%	14.0%	5.1%	11.8%	52.2%	31.2%	24.7%	14.2%	5.2%	11.9%	50.8%	30.2%
White	19.8%	20.0%	5.6%	14.8%	52.6%	35.2%	18.1%	20.1%	5.1%	15.0%	51.4%	34.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	20.3%	19.2%	5.0%	14.1%	54.6%	33.9%	18.4%	19.1%	4.6%	14.0%	53.6%	32.3%
Economically												
Disadvantaged	26.1%	14.4%	5.5%	11.9%	51.3%	32.1%	23.7%	14.6%	5.5%	12.4%	49.7%	31.2%
English Learners	29.3%	13.8%	6.8%	11.6%	39.6%	27.2%	27.7%	13.5%	6.3%	11.2%	40.9%	26.5%
Disabilities	26.2%	17.6%	8.0%	12.7%	38.3%	31.9%	25.4%	17.0%	7.4%	11.9%	36.5%	32.5%

Table C.59. Reasons for not performing optimally on the Math test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)						2005 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	26.7%	18.4%	8.7%	13.3%	39.4%	28.5%	26.6%	15.3%	7.2%	11.8%	41.9%	26.1%
Passed	26.3%	17.5%	7.7%	14.2%	45.9%	29.8%	26.2%	12.8%	6.5%	11.6%	50.8%	25.9%
Didn't Pass	26.8%	18.8%	9.2%	12.9%	36.2%	27.9%	26.8%	16.6%	7.5%	11.9%	37.1%	26.2%
<i>Gender Groups</i>												
Female	31.3%	15.6%	6.1%	12.0%	48.5%	30.2%	31.1%	13.1%	5.2%	11.0%	50.1%	26.9%
Male	22.8%	20.6%	10.9%	14.4%	31.9%	27.2%	22.6%	17.2%	8.9%	12.5%	34.6%	25.4%
<i>Race/Ethnicity Groups</i>												
Asian	23.7%	15.2%	12.3%	12.5%	37.6%	28.5%	17.6%	16.1%	8.3%	11.7%	40.5%	26.3%
African American	25.7%	19.2%	9.2%	13.4%	37.1%	25.3%	28.0%	14.1%	7.3%	13.0%	40.4%	25.1%
Hispanic	27.7%	16.8%	7.9%	12.9%	39.6%	27.7%	27.6%	14.4%	6.6%	11.2%	41.9%	24.1%
White	25.2%	22.4%	10.1%	15.1%	40.1%	33.2%	24.9%	18.2%	8.8%	13.6%	42.3%	34.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	28.8%	23.1%	5.8%	13.9%	45.7%	33.7%	25.7%	17.5%	5.9%	11.7%	51.4%	28.4%
Economically												
Disadvantaged	26.4%	17.3%	8.7%	13.3%	38.8%	28.2%	27.3%	14.6%	7.2%	11.7%	40.2%	25.1%
English Learners	29.5%	14.8%	9.1%	12.7%	35.1%	24.4%	28.1%	13.2%	7.1%	11.4%	37.2%	21.8%
Disabilities	25.4%	19.1%	10.9%	13.9%	29.6%	28.7%	24.6%	15.8%	9.4%	12.1%	32.9%	27.8%

Table C.60. Reasons for not performing optimally on the Math test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)						2005 (10 th grade-matched)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	26.7%	18.4%	8.7%	13.3%	39.4%	28.5%						
Passed	26.3%	17.5%	7.7%	14.2%	45.9%	29.8%						
Didn't Pass	26.8%	18.8%	9.2%	12.9%	36.2%	27.9%	26.4%	15.8%	5.7%	10.9%	44.2%	30.2%
<i>Gender Groups</i>												
Female	31.3%	15.6%	6.1%	12.0%	48.5%	30.2%	29.5%	13.1%	4.0%	9.8%	52.6%	31.4%
Male	22.8%	20.6%	10.9%	14.4%	31.9%	27.2%	23.1%	18.5%	7.5%	12.1%	35.4%	29.0%
<i>Race/Ethnicity Groups</i>												
Asian	23.7%	15.2%	12.3%	12.5%	37.6%	28.5%	21.9%	15.7%	7.1%	14.0%	41.9%	29.8%
Black	25.7%	19.2%	9.2%	13.4%	37.1%	25.3%	26.1%	15.6%	6.7%	10.6%	43.7%	27.6%
Hispanic	27.7%	16.8%	7.9%	12.9%	39.6%	27.7%	27.5%	14.5%	5.4%	10.5%	44.1%	28.1%
White	25.2%	22.4%	10.1%	15.1%	40.1%	33.2%	24.4%	19.6%	5.7%	12.3%	44.6%	38.1%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged	28.8%	23.1%	5.8%	13.9%	45.7%	33.7%	26.5%	16.5%	3.7%	12.8%	52.1%	33.7%
Economically												
Disadvantaged	26.4%	17.3%	8.7%	13.3%	38.8%	28.2%	26.8%	14.6%	5.9%	10.7%	42.8%	28.8%
English Learners	29.5%	14.8%	9.1%	12.7%	35.1%	24.4%	29.2%	13.2%	6.3%	10.3%	38.0%	24.0%
Disabilities	25.4%	19.1%	10.9%	13.9%	29.6%	28.7%	27.1%	16.4%	7.2%	11.3%	34.6%	29.9%

Table C.61. Reasons for not performing optimally on the Math test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade)						2005 (11 th grade)					
	A	B	C	D	E	F	A	B	C	D	E	F
All	28.2%	18.0%	10.2%	12.7%	32.3%	25.3%						
Passed	30.6%	16.8%	9.3%	12.9%	40.0%	24.9%						
Didn't Pass	26.9%	18.5%	10.7%	12.6%	28.3%	25.5%	25.3%	16.5%	7.7%	11.5%	39.6%	27.7%
<i>Gender Groups</i>												
Female	33.6%	14.6%	7.3%	10.9%	41.3%	27.8%	28.8%	14.3%	5.5%	9.5%	47.6%	29.3%
Male	24.2%	20.4%	12.4%	14.0%	25.7%	23.5%	22.1%	18.6%	9.8%	13.4%	32.3%	26.3%
<i>Race/Ethnicity Groups</i>												
Asian	29.1%	15.2%	11.9%	15.2%	32.5%	28.5%	24.0%	14.1%	8.8%	11.8%	37.4%	26.7%
African American	27.5%	16.9%	12.2%	14.1%	30.1%	23.8%	25.1%	17.3%	9.4%	12.9%	39.0%	24.4%
Hispanic	29.5%	17.1%	9.7%	12.0%	33.1%	24.3%	26.4%	15.5%	7.3%	11.1%	39.3%	26.4%
White	24.6%	22.4%	10.0%	13.3%	31.4%	29.0%	22.5%	20.0%	7.9%	12.2%	41.4%	34.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>												
Nondisadvantaged	28.6%	18.0%	10.2%	12.7%	31.3%	24.9%	20.4%	23.1%	3.4%	4.8%	50.3%	32.0%
Economically												
Disadvantaged	28.7%	17.7%	10.1%	12.6%	32.7%	24.7%	26.0%	15.7%	7.5%	12.0%	38.8%	26.1%
English Learners	32.4%	16.4%	9.4%	12.5%	28.1%	23.0%	28.7%	13.1%	7.5%	11.4%	36.0%	22.7%
Disabilities	25.9%	19.8%	11.9%	13.3%	26.6%	24.8%	24.3%	15.7%	9.5%	12.4%	30.8%	27.2%

Question 9: Coverage of the Test in Their Courses

Question 9: Were the topics on the test covered in courses you have taken?

- A. Yes, all of them.
- B. Most, but not all of them (two-thirds or more were covered).
- C. Many topics on the test were not covered in my courses (less than two-thirds were covered).

Table C.62. Self-reported exposure to topics on the ELA test by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	93.3%	6.7%	92.2%	7.7%
Passed	95.6%	4.4%	94.6%	5.4%
Didn't Pass	84.8%	15.2%	83.9%	16.1%
<i>Gender Groups</i>				
Female	94.7%	5.3%	93.7%	6.3%
Male	91.9%	8.1%	90.6%	9.4%
<i>Race/Ethnicity Groups</i>				
Asian	92.7%	7.3%	91.8%	8.2%
African American	91.0%	9.0%	89.9%	10.1%
Hispanic	92.3%	7.7%	91.0%	9.0%
White	95.2%	4.8%	93.8%	6.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	95.6%	4.4%	94.5%	5.5%
Economically Disadvantaged	91.6%	8.4%	90.2%	9.8%
English Learners	87.1%	12.9%	87.2%	12.9%
Disabilities	86.4%	13.6%	84.7%	15.3%

Table C.63. Self-reported exposure to topics on the ELA test by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	84.9%	15.1%	82.1%	17.8%
Passed	88.7%	11.3%	85.4%	14.6%
Didn't Pass	81.5%	18.5%	79.9%	20.1%
<i>Gender Groups</i>				
Female	86.7%	13.3%	84.3%	15.7%
Male	83.7%	16.3%	79.9%	20.1%
<i>Race/Ethnicity Groups</i>				
Asian	78.8%	21.2%	83.5%	16.5%
African American	84.0%	16.0%	80.3%	19.7%
Hispanic	85.4%	14.6%	83.7%	16.3%
White	85.6%	14.4%	77.4%	22.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	87.1%	12.9%	83.0%	17.1%
Economically Disadvantaged	84.4%	15.6%	83.1%	16.9%
English Learners	83.7%	16.3%	83.6%	16.4%
Disabilities	82.0%	18.0%	76.7%	23.3%

Table C.64. Self-reported exposure to topics on the ELA test by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	84.7%	15.3%		
Passed	87.6%	12.4%		
Didn't Pass	82.6%	17.4%	87.3%	12.7%
<i>Gender Groups</i>				
Female	86.1%	13.9%	86.1%	13.9%
Male	83.8%	16.2%	83.1%	16.9%
<i>Race/Ethnicity Groups</i>				
Asian	79.5%	20.5%	79.6%	20.4%
African American	84.0%	16.0%	82.7%	17.3%
Hispanic	85.7%	14.3%	85.5%	14.5%
White	83.2%	16.8%	82.1%	17.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	87.2%	12.8%	86.7%	13.3%
Economically Disadvantaged	84.6%	15.4%	84.5%	15.5%
English Learners	84.3%	15.7%	84.1%	15.9%
Disabilities	82.7%	17.3%	81.4%	18.6%

Table C.65. Self-reported exposure to topics on the ELA test by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade-matched)		2005 (11 th grade-matched)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	83.4%	16.6%		
Passed	86.0%	14.0%		
Didn't Pass	81.5%	18.5%	81.8%	18.2%
<i>Gender Groups</i>				
Female	84.9%	15.1%	83.0%	17.0%
Male	82.4%	17.6%	80.9%	19.1%
<i>Race/Ethnicity Groups</i>				
Asian	76.4%	23.6%	76.4%	23.6%
African American	82.5%	17.5%	80.9%	19.1%
Hispanic	84.7%	15.3%	83.2%	16.8%
White	81.8%	18.2%	78.6%	21.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	85.6%	14.4%	81.8%	18.2%
Economically Disadvantaged	83.7%	16.3%	82.0%	18.0%
English Learners	83.5%	16.5%	82.0%	18.0%
Disabilities	81.9%	18.1%	80.0%	20.0%

Table C.66. Self-reported exposure to topics on the Math test by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	90.6%	9.4%	88.9%	11.1%
Passed	93.4%	6.6%	91.9%	8.1%
Didn't Pass	81.5%	18.5%	79.9%	20.1%
<i>Gender Groups</i>				
Female	91.9%	8.1%	90.1%	9.9%
Male	89.2%	10.8%	87.5%	12.5%
<i>Race/Ethnicity Groups</i>				
Asian	93.8%	6.2%	92.7%	7.3%
African American	86.4%	13.6%	84.7%	15.4%
Hispanic	89.7%	10.3%	87.7%	12.3%
White	91.6%	8.4%	89.6%	10.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	92.6%	7.4%	90.9%	9.1%
Economically Disadvantaged	89.2%	10.8%	87.3%	12.7%
English Learners	87.1%	12.9%	86.5%	13.5%
Disabilities	81.1%	18.9%	79.0%	20.9%

Table C.67. Self-reported exposure to topics on the Math test by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	83.7%	16.3%	82.1%	17.8%
Passed	87.7%	12.3%	85.4%	14.6%
Didn't Pass	80.3%	19.7%	79.9%	20.1%
<i>Gender Groups</i>				
Female	85.7%	14.3%	84.3%	15.7%
Male	81.7%	18.3%	79.9%	20.1%
<i>Race/Ethnicity Groups</i>				
Asian	85.5%	14.5%	83.5%	16.5%
African American	81.8%	18.2%	80.3%	19.7%
Hispanic	84.5%	15.5%	83.7%	16.3%
White	82.0%	18.0%	77.4%	22.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	87.2%	12.8%	83.0%	17.1%
Economically Disadvantaged	83.7%	16.3%	83.1%	16.9%
English Learners	84.6%	15.4%	83.6%	16.4%
Disabilities	78.1%	21.9%	76.7%	23.3%

Table C.68. Self-reported exposure to topics on the Math test by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	83.9%	16.1%		
Passed	87.2%	12.8%		
Didn't Pass	81.5%	18.5%	81.0%	19.0%
<i>Gender Groups</i>				
Female	85.9%	14.1%	82.7%	17.3%
Male	81.8%	18.2%	79.3%	20.7%
<i>Race/Ethnicity Groups</i>				
Asian	85.1%	14.9%	82.4%	17.6%
African American	82.6%	17.4%	79.2%	20.8%
Hispanic	85.0%	15.0%	83.0%	17.0%
White	80.5%	19.5%	75.3%	24.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	86.7%	13.3%	81.8%	18.2%
Economically Disadvantaged	84.5%	15.5%	82.1%	17.9%
English Learners	85.1%	14.9%	84.0%	16.0%
Disabilities	79.3%	20.7%	77.2%	22.8%

Table C.69. Self-reported exposure to topics on the Math test by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade-matched)		2005 (11 th grade-matched)	
	A or B – All or Most Were Covered	C – Many Topics Were Not Covered	A or B – All or Most Were Covered	C – Many Topics Were Not Covered
All	82.6%	17.4%		
Passed	85.9%	14.1%		
Didn't Pass	80.0%	20.0%	79.2%	20.8%
<i>Gender Groups</i>				
Female	84.5%	15.5%	81.1%	18.9%
Male	80.5%	19.5%	77.2%	22.8%
<i>Race/Ethnicity Groups</i>				
Asian	83.7%	16.3%	81.0%	19.0%
African American	81.5%	18.5%	78.7%	21.3%
Hispanic	84.0%	16.0%	81.0%	19.0%
White	78.2%	21.8%	72.7%	27.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	86.2%	13.8%	79.5%	20.5%
Economically Disadvantaged	83.3%	16.7%	80.3%	19.7%
English Learners	84.0%	16.0%	81.8%	18.2%
Disabilities	79.7%	20.3%	75.0%	25.0%

Question 10: Similarity of CAHSEE to Homework and Classroom Tests

Question 10: Were any of the questions on the test different from the types of questions or answer opinions you have encountered in your homework assignments or classroom tests?

- A. Yes, many were different from anything I had seen before.
- B. Yes, a few were different from anything I had seen before.
- C. No, all were similar to ones used in my classes.

Table C.70. Familiarity with the types of questions on the ELA test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	11.9%	48.9%	39.1%	9.3%	49.5%	41.2%
Passed	8.4%	47.4%	44.2%	9.1%	49.7%	41.2%
Didn't Pass	25.0%	54.7%	20.3%	25.9%	55.7%	18.5%
<i>Gender Groups</i>						
Female	8.5%	46.5%	45.0%	9.2%	48.9%	41.9%
Male	15.3%	51.4%	33.3%	16.4%	53.0%	30.6%
<i>Race/Ethnicity Groups</i>						
Asian	12.3%	48.6%	39.1%	13.6%	50.2%	36.3%
African American	14.6%	49.4%	36.0%	15.7%	51.1%	33.2%
Hispanic	13.7%	53.0%	33.3%	14.6%	55.0%	30.3%
White	9.2%	43.9%	46.9%	10.2%	46.3%	43.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	8.6%	44.6%	46.9%	9.4%	46.9%	43.7%
Economically Disadvantaged	14.5%	53.3%	32.2%	15.5%	55.1%	29.4%
English Learners	21.9%	56.9%	21.2%	21.5%	58.1%	20.4%
Disabilities	23.1%	52.2%	24.7%	24.5%	53.4%	22.0%

Table C.71. Familiarity with the types of questions on the ELA test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	22.3%	54.2%	23.5%	23.5%	58.9%	17.6%
Passed	15.7%	55.5%	28.9%	17.9%	62.2%	19.9%
Didn't Pass	28.3%	53.0%	18.7%	27.6%	56.4%	16.0%
<i>Gender Groups</i>						
Female	18.4%	54.8%	26.8%	20.1%	60.5%	19.3%
Male	25.1%	53.8%	21.1%	26.0%	57.6%	16.3%
<i>Race/Ethnicity Groups</i>						
Asian	27.3%	55.2%	17.5%	27.9%	58.7%	13.4%
African American	23.9%	51.7%	24.4%	24.9%	56.9%	18.3%
Hispanic	22.6%	56.1%	21.3%	22.8%	60.2%	17.0%
White	19.2%	49.7%	31.2%	23.9%	54.5%	21.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	17.8%	55.5%	26.8%	18.6%	59.8%	21.7%
Economically Disadvantaged	23.6%	55.6%	20.8%	23.5%	59.4%	17.1%
English Learners	25.9%	56.4%	17.6%	24.8%	59.7%	15.5%
Disabilities	27.7%	52.1%	20.1%	28.3%	54.6%	17.2%

Table C.72. Familiarity with the types of questions on the ELA test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	23.5%	56.5%	20.0%			
Passed	17.6%	59.4%	22.9%			
Didn't Pass	27.9%	54.3%	17.8%	25.5%	56.5%	18.0%
<i>Gender Groups</i>						
Female	19.9%	58.1%	22.0%	21.5%	58.3%	20.2%
Male	26.1%	55.3%	18.6%	28.0%	55.2%	16.8%
<i>Race/Ethnicity Groups</i>						
Asian	27.8%	58.1%	14.0%	31.3%	55.1%	13.6%
African American	24.8%	53.7%	21.5%	26.1%	53.8%	20.1%
Hispanic	23.2%	57.6%	19.2%	24.9%	57.4%	17.6%
White	22.6%	53.4%	24.0%	24.6%	54.6%	20.8%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	19.3%	59.7%	21.1%	21.4%	58.7%	19.9%
Economically Disadvantaged	24.1%	56.9%	19.0%	25.8%	56.7%	17.5%
English Learners	25.7%	57.6%	16.8%	27.5%	56.7%	15.9%
Disabilities	27.4%	53.2%	19.3%	29.4%	52.9%	17.6%

Table C.73. Familiarity with the types of questions on the ELA test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	24.7%	56.2%	19.1%			
Passed	19.1%	59.6%	21.3%			
Didn't Pass	28.9%	53.6%	17.5%	27.9%	55.6%	16.5%
<i>Gender Groups</i>						
Female	20.7%	57.7%	21.5%	24.9%	58.0%	17.2%
Male	27.6%	55.1%	17.3%	29.9%	53.9%	16.2%
<i>Race/Ethnicity Groups</i>						
Asian	29.6%	56.6%	13.8%	31.6%	55.4%	13.0%
African American	25.8%	54.0%	20.2%	28.1%	54.1%	17.8%
Hispanic	23.9%	57.2%	18.9%	27.0%	56.9%	16.1%
White	24.8%	53.0%	22.2%	29.5%	50.8%	19.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	19.3%	57.9%	22.8%	21.9%	60.2%	17.9%
Economically Disadvantaged	24.7%	56.7%	18.7%	27.8%	56.1%	16.1%
English Learners	26.0%	57.3%	16.7%	29.1%	56.4%	14.5%
Disabilities	28.2%	53.9%	17.9%	30.8%	52.1%	17.1%

Table C.74. Familiarity with the types of questions on the Math test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)			2005 (10 th grade)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	13.5%	49.2%	37.3%	14.4%	51.0%	34.7%
Passed	9.8%	47.0%	43.3%	10.3%	48.8%	40.8%
Didn't Pass	25.7%	56.2%	18.1%	26.7%	57.3%	16.0%
<i>Gender Groups</i>						
Female	10.5%	49.1%	40.4%	11.5%	51.3%	37.2%
Male	16.5%	49.2%	34.3%	17.5%	50.8%	31.7%
<i>Race/Ethnicity Groups</i>						
Asian	9.9%	38.9%	51.3%	10.3%	41.4%	48.3%
African American	18.9%	52.4%	28.7%	19.5%	54.6%	25.9%
Hispanic	15.2%	54.8%	30.0%	16.7%	56.9%	26.4%
White	11.3%	44.1%	44.6%	12.2%	46.1%	41.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	10.1%	44.0%	45.9%	10.8%	46.1%	43.1%
Economically Disadvantaged	16.0%	54.4%	29.6%	17.3%	56.2%	26.5%
English Learners	21.5%	57.4%	21.1%	21.4%	58.6%	20.0%
Disabilities	28.0%	52.7%	19.4%	29.3%	53.5%	17.2%

Table C.75. Familiarity with the types of questions on the Math test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)			2005 (11 th grade)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	22.8%	56.8%	20.4%	25.8%	59.9%	14.2%
Passed	17.0%	58.4%	24.6%	20.6%	64.4%	15.0%
Didn't Pass	27.6%	55.5%	17.0%	29.5%	56.9%	13.7%
<i>Gender Groups</i>						
Female	18.7%	59.4%	21.9%	21.4%	63.8%	14.9%
Male	26.7%	54.3%	19.0%	30.4%	56.0%	13.6%
<i>Race/Ethnicity Groups</i>						
Asian	20.7%	54.4%	24.9%	25.9%	60.6%	13.5%
African American	24.5%	56.6%	19.0%	27.7%	57.7%	14.6%
Hispanic	22.8%	58.3%	18.9%	24.9%	61.2%	13.9%
White	22.0%	53.3%	24.7%	27.8%	56.6%	15.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	17.8%	56.7%	25.5%	21.7%	62.4%	15.8%
Economically Disadvantaged	23.6%	57.9%	18.5%	25.7%	60.5%	13.8%
English Learners	24.9%	57.5%	17.6%	26.9%	60.0%	13.1%
Disabilities	30.9%	53.2%	16.0%	34.0%	52.9%	13.1%

Table C.76. Familiarity with the types of questions on the Math test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)			2005 (10 th grade-matched)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	23.2%	59.4%	17.4%			
Passed	18.6%	62.4%	18.9%			
Didn't Pass	26.5%	57.2%	16.2%	26.1%	58.4%	15.6%
<i>Gender Groups</i>						
Female	19.1%	62.1%	18.8%	21.9%	61.2%	16.9%
Male	27.5%	56.7%	15.8%	30.2%	55.5%	14.3%
<i>Race/Ethnicity Groups</i>						
Asian	22.4%	61.5%	16.1%	24.4%	61.3%	14.2%
African American	24.2%	58.3%	17.5%	27.9%	56.2%	16.0%
Hispanic	22.6%	60.3%	17.1%	25.1%	59.5%	15.4%
White	24.9%	56.8%	18.3%	28.0%	55.7%	16.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	18.2%	62.0%	19.8%	22.5%	61.0%	16.6%
Economically Disadvantaged	23.3%	59.7%	17.1%	26.1%	58.6%	15.4%
English Learners	24.7%	59.3%	16.0%	26.7%	58.8%	14.6%
Disabilities	30.1%	54.7%	15.2%	33.1%	52.9%	14.0%

Table C.77. Familiarity with the types of questions on the Math test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)			2005 (11 th grade-matched)		
	A Many different	B A few different	C All Similar	A Many different	B A few different	C All Similar
All	25.3%	57.9%	16.8%			
Passed	20.8%	61.7%	17.5%			
Didn't Pass	28.8%	55.0%	16.2%	29.0%	56.7%	14.3%
<i>Gender Groups</i>						
Female	20.8%	60.8%	18.4%	24.6%	60.8%	14.6%
Male	30.1%	54.8%	15.1%	33.5%	52.5%	14.0%
<i>Race/Ethnicity Groups</i>						
Asian	26.0%	57.2%	16.8%	27.8%	59.4%	12.7%
African American	28.1%	55.7%	16.2%	30.8%	54.9%	14.3%
Hispanic	24.3%	59.0%	16.7%	27.9%	57.9%	14.3%
White	26.5%	55.9%	17.5%	31.9%	53.2%	14.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	20.9%	61.3%	17.8%	26.3%	59.6%	14.1%
Economically Disadvantaged	25.2%	58.2%	16.6%	28.8%	57.1%	14.1%
English Learners	25.7%	58.5%	15.8%	29.3%	57.4%	13.3%
Disabilities	31.7%	53.8%	14.5%	35.9%	50.5%	13.6%

Question 11: Difficulty of The CAHSEE Compared to Homework and Classroom Tests

Question 11: Were the questions on this test more difficult than questions you were given in classroom tests or homework assignment?

- A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.
- B. The test questions were generally about as difficult as the questions I encountered in my course work.
- C. No, the questions were not more difficult than questions I encountered in my course work.

Table C.78. Difficulty of the questions on the ELA test perceived by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	16.3%	83.7%	17.5%	82.5%
Passed	11.3%	88.7%	12.3%	87.7%
Didn't Pass	35.0%	65.0%	36.4%	63.7%
<i>Gender Groups</i>				
Female	12.4%	87.6%	13.5%	86.5%
Male	20.2%	79.8%	21.6%	78.4%
<i>Race/Ethnicity Groups</i>				
Asian	14.8%	85.2%	15.4%	84.6%
African American	19.2%	80.8%	21.0%	78.9%
Hispanic	20.3%	79.7%	22.0%	78.0%
White	11.5%	88.5%	12.7%	87.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	10.3%	89.7%	11.3%	88.7%
Economically Disadvantaged	21.3%	78.7%	23.0%	77.0%
English Learners	32.7%	67.3%	31.9%	68.1%
Disabilities	31.7%	68.3%	33.6%	66.4%

Table C.79. Difficulty of the questions on the ELA test perceived by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	30.7%	69.3%	34.9%	65.1%
Passed	23.1%	76.9%	28.8%	71.2%
Didn't Pass	37.6%	62.4%	39.5%	60.5%
<i>Gender Groups</i>				
Female	27.3%	72.7%	31.4%	68.6%
Male	33.1%	66.9%	37.6%	62.4%
<i>Race/Ethnicity Groups</i>				
Asian	37.6%	62.4%	41.6%	58.4%
African American	29.6%	70.4%	34.5%	65.5%
Hispanic	31.9%	68.1%	34.6%	65.4%
White	26.3%	73.7%	34.6%	65.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	24.3%	75.7%	27.5%	72.5%
Economically Disadvantaged	32.6%	67.4%	35.7%	64.2%
English Learners	36.7%	63.3%	37.4%	62.6%
Disabilities	37.3%	62.7%	40.3%	59.7%

Table C.80. Difficulty of the questions on the ELA test perceived by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	32.8%	67.2%		
Passed	26.8%	73.2%		
Didn't Pass	37.4%	62.6%	37.4%	62.6%
<i>Gender Groups</i>				
Female	29.8%	70.2%	29.8%	70.2%
Male	35.0%	65.0%	35.0%	65.0%
<i>Race/Ethnicity Groups</i>				
Asian	38.7%	61.3%	38.7%	61.3%
African American	31.5%	68.5%	31.5%	68.5%
Hispanic	32.9%	67.1%	32.9%	67.1%
White	32.3%	67.7%	32.3%	67.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	27.3%	72.7%	27.3%	72.7%
Economically Disadvantaged	33.5%	66.5%	33.5%	66.5%
English Learners	36.4%	63.6%	36.4%	63.6%
Disabilities	37.3%	62.7%	37.3%	62.7%

Table C.81. Difficulty of the questions on the ELA test perceived by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade)		2005 (11 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	35.6%	64.4%		
Passed	31.2%	68.8%		
Didn't Pass	39.0%	61.0%	39.2%	60.8%
<i>Gender Groups</i>				
Female	33.6%	66.4%	36.2%	63.8%
Male	37.1%	62.9%	41.1%	58.9%
<i>Race/Ethnicity Groups</i>				
Asian	44.1%	55.9%	44.7%	55.3%
African American	33.0%	67.0%	36.5%	63.5%
Hispanic	35.3%	64.7%	38.7%	61.3%
White	35.2%	64.8%	39.8%	60.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	26.7%	73.3%	35.7%	64.3%
Economically Disadvantaged	35.8%	64.2%	39.1%	60.9%
English Learners	38.3%	61.7%	40.8%	59.2%
Disabilities	39.2%	60.8%	42.7%	57.3%

Table C.82. Difficulty of the questions on the Math test perceived by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)		2005 (10 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	20.8%	79.2%	22.3%	77.7%
Passed	15.3%	84.7%	16.1%	83.8%
Didn't Pass	38.9%	61.1%	40.9%	59.2%
<i>Gender Groups</i>				
Female	18.7%	81.3%	20.3%	79.7%
Male	22.9%	77.1%	24.6%	75.4%
<i>Race/Ethnicity Groups</i>				
Asian	11.8%	88.2%	12.6%	87.4%
African American	28.3%	71.7%	30.0%	70.0%
Hispanic	25.1%	74.9%	27.3%	72.6%
White	16.6%	83.4%	18.2%	81.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	14.9%	85.1%	16.2%	83.8%
Economically Disadvantaged	25.6%	74.4%	27.7%	72.3%
English Learners	32.7%	67.3%	32.8%	67.2%
Disabilities	40.4%	59.6%	42.5%	57.5%

Table C.83. Difficulty of the questions on the Math test perceived by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)		2005 (11 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	35.2%	64.8%	41.4%	58.6%
Passed	29.1%	70.9%	37.5%	62.5%
Didn't Pass	40.3%	59.7%	44.1%	55.9%
<i>Gender Groups</i>				
Female	32.9%	67.1%	38.9%	61.1%
Male	37.4%	62.6%	43.9%	56.1%
<i>Race/Ethnicity Groups</i>				
Asian	30.3%	69.7%	39.4%	60.6%
African American	36.7%	63.3%	42.5%	57.5%
Hispanic	35.6%	64.4%	40.3%	59.7%
White	34.8%	65.2%	45.4%	54.6%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	28.4%	71.6%	38.8%	61.2%
Economically Disadvantaged	36.2%	63.8%	40.7%	59.3%
English Learners	36.5%	63.5%	40.8%	59.2%
Disabilities	44.8%	55.2%	49.7%	50.3%

Table C.84. Difficulty of the questions on the Math test perceived by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)		2005 (10 th grade-matched)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	36.6%	63.4%		
Passed	32.5%	67.5%		
Didn't Pass	39.7%	60.3%	40.7%	59.3%
<i>Gender Groups</i>				
Female	34.3%	65.7%	38.2%	61.8%
Male	39.1%	60.9%	43.1%	56.9%
<i>Race/Ethnicity Groups</i>				
Asian	35.7%	64.3%	39.9%	60.1%
African American	37.3%	62.7%	41.1%	58.9%
Hispanic	35.9%	64.1%	40.0%	60.0%
White	39.5%	60.5%	43.3%	56.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	31.9%	68.1%	38.3%	61.7%
Economically Disadvantaged	36.2%	63.8%	40.8%	59.2%
English Learners	36.9%	63.1%	41.0%	59.0%
Disabilities	44.6%	55.4%	47.9%	52.1%

Table C.85. Difficulty of the questions on the Math test perceived by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (11 th grade)		2005 (11 th grade)	
	A – More Difficult	B or C – Not More Difficult	A – More Difficult	B or C – Not More Difficult
All	40.2%	59.8%		
Passed	37.3%	62.7%		
Didn't Pass	42.4%	57.6%	43.6%	56.4%
<i>Gender Groups</i>				
Female	37.7%	62.3%	41.3%	58.7%
Male	42.9%	57.1%	45.9%	54.1%
<i>Race/Ethnicity Groups</i>				
Asian	37.9%	62.1%	42.3%	57.7%
African American	41.6%	58.4%	44.4%	55.6%
Hispanic	38.9%	61.1%	42.2%	57.8%
White	44.4%	55.6%	48.5%	51.5%
<i>Nondisadvantaged/Disadvantaged Groups</i>				
Nondisadvantaged	35.1%	64.9%	38.5%	61.5%
Economically Disadvantaged	39.1%	60.9%	42.9%	57.1%
English Learners	39.5%	60.5%	42.5%	57.5%
Disabilities	46.3%	53.7%	50.4%	49.6%

Question 12: Reasons Test was Difficult

Question 12: If some topic on the test were difficult for you, was it because:

- A. I did not take courses that covered these topics.
- B. I had trouble with these topics when they were covered in courses I took.
- C. I have forgotten things I was taught about these topics.
- D. None of the topics was difficult for me.

Table C.86. Reasons for experiencing difficulty with topics on the ELA test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)				2005 (10 th grade)			
	A	B	C	D	A	B	C	D
All	7.6%	17.5%	37.8%	37.1%	8.2%	18.1%	37.9%	35.8%
Passed	5.2%	14.3%	37.6%	42.9%	5.7%	14.8%	38.0%	41.5%
Didn't Pass	16.4%	29.1%	38.5%	16.0%	17.4%	30.2%	37.7%	14.7%
<i>Gender Groups</i>								
Female	5.8%	16.1%	39.6%	38.5%	6.6%	16.8%	39.6%	37.0%
Male	9.3%	18.8%	36.1%	35.8%	10.0%	19.5%	36.4%	34.2%
<i>Race/Ethnicity Groups</i>								
Asian	8.4%	14.7%	35.9%	41.0%	9.2%	15.6%	35.8%	39.4%
African American	9.9%	18.6%	35.9%	35.6%	10.6%	18.7%	35.9%	34.8%
Hispanic	9.0%	21.3%	42.9%	26.8%	10.1%	22.4%	42.9%	24.6%
White	5.3%	13.4%	32.2%	49.2%	5.8%	14.0%	33.0%	47.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	4.9%	13.0%	34.3%	47.7%	5.3%	13.5%	35.1%	46.1%
Economically Disadvantaged	9.7%	21.3%	42.0%	26.9%	10.8%	22.3%	41.5%	25.4%
English Learners	15.4%	27.1%	41.4%	16.1%	15.6%	27.2%	40.9%	16.3%
Disabilities	13.8%	27.0%	36.1%	23.1%	15.4%	28.0%	35.5%	21.1%

Table C.87. Reasons for experiencing difficulty with topics on the ELA test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)				2005 (11 th grade)			
	A	B	C	D	A	B	C	D
All	16.5%	27.8%	37.3%	18.3%	17.5%	31.4%	38.0%	13.1%
Passed	12.8%	24.1%	39.5%	23.6%	13.7%	29.6%	41.4%	15.3%
Didn't Pass	19.9%	31.2%	35.3%	13.5%	20.2%	32.7%	35.6%	11.5%
<i>Gender Groups</i>								
Female	14.6%	26.9%	39.4%	19.1%	15.1%	31.6%	40.1%	13.2%
Male	17.9%	28.5%	35.8%	17.8%	19.3%	31.2%	36.5%	13.1%
<i>Race/Ethnicity Groups</i>								
Asian	21.7%	29.9%	32.6%	15.8%	21.8%	32.1%	33.5%	12.7%
African American	16.9%	25.9%	33.9%	23.3%	17.7%	28.8%	34.9%	18.6%
Hispanic	16.8%	29.3%	39.6%	14.4%	17.4%	31.7%	39.7%	11.3%
White	14.1%	24.6%	34.0%	27.3%	16.3%	31.3%	34.4%	18.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	15.6%	24.3%	38.2%	21.8%	12.6%	30.5%	39.6%	17.2%
Economically Disadvantaged	17.5%	29.2%	38.2%	15.1%	17.9%	31.3%	38.8%	11.9%
English Learners	19.9%	30.4%	37.9%	11.8%	19.8%	31.5%	38.3%	10.4%
Disabilities	18.0%	31.5%	33.7%	16.8%	19.5%	32.6%	33.8%	14.1%

Table C.88. Reasons for experiencing difficulty with topics on the ELA test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)				2005 (10 th grade-matched)			
	A	B	C	D	A	B	C	D
All	17.1%	30.7%	37.7%	14.5%				
Passed	14.0%	28.6%	40.4%	17.0%				
Didn't Pass	19.5%	32.3%	35.6%	12.7%	16.9%	30.5%	38.0%	14.7%
<i>Gender Groups</i>								
Female	15.1%	30.3%	40.0%	14.5%	14.6%	29.9%	40.1%	15.4%
Male	18.5%	31.0%	36.0%	14.5%	18.3%	30.6%	36.6%	14.6%
<i>Race/Ethnicity Groups</i>								
Asian	21.2%	33.1%	33.6%	12.1%	22.0%	34.6%	29.5%	13.9%
African American	17.6%	28.2%	33.9%	20.3%	17.3%	28.3%	33.8%	20.6%
Hispanic	17.0%	31.0%	39.5%	12.6%	16.7%	30.5%	39.9%	12.9%
White	16.1%	30.6%	34.6%	18.8%	15.2%	29.2%	36.8%	18.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	14.4%	30.1%	39.5%	16.1%	15.4%	28.3%	41.6%	14.7%
Economically Disadvantaged	17.7%	30.8%	38.2%	13.4%	17.2%	30.3%	38.4%	14.0%
English Learners	19.5%	31.4%	38.2%	10.9%	18.9%	31.0%	37.9%	12.2%
Disabilities	17.7%	32.5%	33.9%	15.9%	18.0%	31.3%	34.3%	16.4%

Table C.89. Reasons for experiencing difficulty with topics on the ELA test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)				2005 (11 th grade-matched)			
	A	B	C	D	A	B	C	D
All	18.4%	34.8%	33.7%	13.1%				
Passed	16.0%	34.3%	35.2%	14.4%				
Didn't Pass	20.3%	35.1%	32.5%	12.1%	20.7%	31.6%	35.4%	12.3%
<i>Gender Groups</i>								
Female	16.3%	35.0%	35.3%	13.4%	18.6%	31.9%	37.0%	12.5%
Male	20.0%	34.6%	32.5%	12.9%	22.0%	31.3%	34.4%	12.3%
<i>Race/Ethnicity Groups</i>								
Asian	23.3%	37.3%	28.1%	11.3%	23.2%	34.0%	29.9%	12.9%
African American	18.8%	31.6%	31.7%	18.0%	21.5%	27.8%	33.1%	17.7%
Hispanic	18.3%	35.0%	35.2%	11.4%	20.3%	32.1%	37.0%	10.6%
White	17.1%	35.4%	30.6%	16.9%	20.0%	30.8%	33.1%	16.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	17.0%	33.2%	31.7%	18.0%	16.6%	32.9%	36.4%	14.1%
Economically Disadvantaged	18.4%	35.0%	34.5%	12.1%	20.7%	31.5%	36.3%	11.5%
English Learners	19.9%	34.7%	35.0%	10.4%	21.9%	31.9%	36.1%	10.1%
Disabilities	18.9%	37.1%	30.0%	14.0%	21.4%	32.5%	32.2%	13.9%

Table C.90. Reasons for experiencing difficulty with topics on the Math test indicated by 10th grade students in 2005 and 2006

Group	2006 (10 th grade)				2005 (10 th grade)			
	A	B	C	D	A	B	C	D
All	12.6%	23.8%	43.8%	19.8%	13.5%	22.6%	44.7%	19.2%
Passed	10.1%	19.9%	46.5%	23.5%	10.5%	18.5%	47.8%	23.2%
Didn't Pass	20.4%	36.3%	35.2%	8.2%	22.4%	34.9%	35.3%	7.4%
<i>Gender Groups</i>								
Female	10.4%	25.5%	47.5%	16.6%	11.4%	24.4%	48.4%	15.8%
Male	14.7%	22.2%	40.1%	23.0%	15.8%	21.1%	40.8%	22.3%
<i>Race/Ethnicity Groups</i>								
Asian	8.3%	13.7%	43.9%	34.0%	8.3%	13.5%	44.9%	33.4%
African American	16.1%	28.9%	39.9%	15.0%	17.5%	27.9%	40.3%	14.3%
Hispanic	13.6%	28.8%	45.2%	12.4%	15.4%	28.0%	45.5%	11.1%
White	11.7%	19.3%	42.3%	26.7%	12.4%	18.2%	43.7%	25.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	10.0%	19.3%	44.2%	26.5%	10.6%	18.2%	45.5%	25.7%
Economically Disadvantaged	14.1%	28.2%	44.4%	13.3%	15.7%	27.2%	44.6%	12.5%
English Learners	17.7%	31.3%	41.3%	9.7%	18.5%	29.8%	42.2%	9.5%
Disabilities	10.4%	25.5%	47.5%	16.6%	25.9%	29.5%	33.7%	10.9%

Table C.91. Reasons for experiencing difficulty with topics on the Math test indicated by 11th grade students in 2005 and 2006

Group	2006 (11 th grade)				2005 (11 th grade)			
	A	B	C	D	A	B	C	D
All	22.2%	37.5%	32.7%	7.6%	22.0%	37.8%	34.8%	5.4%
Passed	20.1%	35.3%	36.1%	8.6%	19.8%	37.2%	38.5%	4.5%
Didn't Pass	17.5%	32.6%	40.2%	9.8%	23.5%	38.2%	32.3%	6.0%
<i>Gender Groups</i>								
Female	17.2%	37.8%	37.9%	7.0%	18.5%	40.8%	36.4%	4.3%
Male	22.7%	32.8%	34.3%	10.1%	25.6%	34.8%	33.2%	6.4%
<i>Race/Ethnicity Groups</i>								
Asian	18.5%	28.6%	37.6%	15.3%	21.6%	35.6%	36.0%	6.8%
African American	20.9%	36.1%	33.1%	9.8%	23.5%	38.0%	32.0%	6.5%
Hispanic	19.4%	36.6%	37.4%	6.6%	20.6%	38.5%	36.2%	4.8%
White	21.7%	32.9%	33.8%	11.6%	26.2%	36.2%	31.1%	6.4%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	16.2%	34.1%	39.4%	10.4%	20.8%	39.4%	35.3%	4.5%
Economically Disadvantaged	20.0%	36.3%	36.4%	7.3%	21.0%	37.9%	36.0%	5.2%
English Learners	20.0%	35.0%	37.6%	7.4%	21.5%	36.8%	36.6%	5.1%
Disabilities	25.1%	34.9%	30.6%	9.4%	27.7%	35.5%	29.1%	7.6%

Table C.92. Reasons for experiencing difficulty with topics on the Math test indicated by matched students in 2005 (10th grade) and 2006 (11th grade)

Group	2006 (11 th grade-matched)				2005 (10 th grade-matched)			
	A	B	C	D	A	B	C	D
All	19.9%	38.2%	35.2%	6.7%				
Passed	18.1%	37.3%	38.6%	6.0%				
Didn't Pass	21.2%	38.8%	32.7%	7.2%	21.9%	35.4%	35.6%	7.1%
<i>Gender Groups</i>								
Female	17.1%	40.7%	36.8%	5.4%	18.7%	37.8%	37.8%	5.7%
Male	22.8%	35.6%	33.5%	8.0%	25.2%	32.8%	33.5%	8.6%
<i>Race/Ethnicity Groups</i>								
Asian	19.1%	34.9%	38.2%	7.9%	20.7%	33.5%	36.8%	8.9%
African American	20.7%	38.3%	32.3%	8.8%	23.2%	34.8%	32.8%	9.3%
Hispanic	18.8%	38.6%	36.8%	5.9%	20.3%	36.1%	37.5%	6.2%
White	23.2%	37.6%	31.7%	7.4%	26.2%	34.1%	31.5%	8.2%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	16.8%	41.9%	35.8%	5.5%	19.9%	35.3%	39.4%	5.4%
Economically Disadvantaged	19.2%	38.1%	36.1%	6.5%	20.7%	35.5%	36.7%	7.1%
English Learners	19.3%	36.7%	37.6%	6.4%	20.7%	34.4%	38.0%	6.9%
Disabilities	24.4%	36.0%	30.6%	8.9%	27.4%	32.7%	30.7%	9.3%

Table C.93. Reasons for experiencing difficulty with topics on the Math test indicated by matched students in 2005 (11th grade) and 2006 (12th grade)

Group	2006 (12 th grade-matched)				2005 (11 th grade-matched)			
	A	B	C	D	A	B	C	D
All	20.9%	41.4%	31.6%	6.1%				
Passed	19.0%	41.7%	34.3%	4.9%				
Didn't Pass	22.4%	41.1%	29.5%	7.0%	24.2%	37.5%	32.2%	6.1%
<i>Gender Groups</i>								
Female	17.7%	44.5%	32.7%	5.1%	20.7%	40.6%	33.7%	5.0%
Male	24.4%	38.1%	30.3%	7.2%	27.8%	34.2%	30.6%	7.4%
<i>Race/Ethnicity Groups</i>								
Asian	19.7%	35.8%	34.1%	10.5%	22.0%	37.0%	32.9%	8.1%
African American	21.4%	41.8%	29.0%	7.8%	25.0%	37.9%	29.9%	7.3%
Hispanic	19.9%	41.7%	33.2%	5.3%	22.6%	38.2%	33.7%	5.5%
White	24.8%	41.1%	27.5%	6.6%	29.1%	35.3%	28.4%	7.1%
<i>Nondisadvantaged/Disadvantaged Groups</i>								
Nondisadvantaged	19.2%	44.2%	31.5%	5.1%	20.8%	37.6%	36.8%	4.9%
Economically Disadvantaged	20.3%	41.4%	32.6%	5.8%	23.2%	37.5%	33.2%	6.0%
English Learners	19.9%	40.6%	33.7%	5.8%	22.9%	36.8%	34.4%	6.0%
Disabilities	24.7%	39.3%	28.1%	7.9%	29.2%	34.7%	28.0%	8.1%

Question 13: Working Harder Because of CAHSEE

Question 13: Will you work or have you worked harder to learn the English/language arts (mathematical) skills tested by the CAHSEE? (Mark all that apply.)

- A. I do not have to work any harder to meet the CAHSEE requirement.
- B. I am taking additional courses.
- C. I am working harder in the courses I am taking.
- D. I am getting help outside of the classroom.
- E. I am repeating a course to learn the material better.
- F. I will stay in school an additional year to learn the required material.

A processing error occurred during the scanning of response "F" on ELA questionnaires. As a result, the following tables report student responses of "F" for math only.

Table C.94. Dealing strategies reported by 10th grade students to the CAHSEE requirements after the ELA test in 2006

Group	Grade 10				
	A	B	C	D	E
All	45.3%	6.5%	43.9%	9.4%	4.7%
Passed	51.9%	4.7%	41.9%	7.6%	3.1%
Didn't Pass	18.4%	13.8%	51.6%	16.3%	10.8%
<i>Gender Groups</i>					
Female	44.4%	5.4%	46.8%	9.4%	4.5%
Male	46.1%	7.7%	40.9%	9.3%	4.8%
<i>Race/Ethnicity Groups</i>					
Asian	53.5%	5.4%	40.2%	9.0%	2.9%
African American	36.0%	9.0%	48.2%	13.8%	5.2%
Hispanic	32.0%	8.3%	52.6%	11.0%	6.5%
White	61.1%	4.3%	32.9%	6.5%	2.9%
<i>Nondisadvantaged/Disadvantaged Groups</i>					
Nondisadvantaged	57.8%	3.7%	38.2%	6.7%	2.7%
Economically Disadvantaged	31.8%	8.6%	52.5%	11.8%	6.5%
English Learners	18.9%	12.0%	57.3%	14.1%	9.1%
Disabilities	25.9%	12.1%	48.0%	16.3%	8.4%

* Note: Responses to option "F" for Question 13 for the ELA questionnaire were lost after scanning. The correct information is being retrieved by Pearson and ETS and will be available for comparative analyses in next year's evaluation report.

Table C.95. Dealing strategies reported by 11th grade students to the CAHSEE requirements after the ELA test in 2006

Group	Grade 11					
	A	B	C	D	E	F*
All	22.6%	15.1%	50.2%	13.7%	9.7%	
Passed	27.5%	13.1%	52.1%	12.1%	7.6%	
Didn't Pass	18.0%	17.1%	48.4%	15.2%	11.7%	
<i>Gender Groups</i>						
Female	20.1%	13.5%	55.0%	14.2%	10.1%	
Male	24.5%	16.4%	46.7%	13.2%	9.4%	
<i>Race/Ethnicity Groups</i>						
Asian	21.1%	14.1%	53.4%	15.0%	9.7%	
African American	22.0%	16.2%	49.8%	16.5%	8.4%	
Hispanic	19.0%	15.7%	52.4%	13.1%	10.4%	
White	34.2%	13.2%	42.2%	13.0%	8.3%	
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	28.6%	11.6%	50.0%	11.7%	9.3%	
Economically Disadvantaged	18.9%	15.9%	52.5%	13.8%	10.5%	
English Learners	16.5%	15.9%	54.2%	13.7%	10.4%	
Disabilities	19.9%	17.5%	47.2%	15.9%	10.9%	

* Note: Responses to option "F" for Question 13 for the ELA questionnaire were lost after scanning. The correct information is being retrieved by Pearson and ETS and will be available for comparative analyses in next year's evaluation report.

Table C.96. Dealing strategies reported by 12th grade students to the CAHSEE requirements after the ELA test in 2006

Group	Grade 12					
	A	B	C	D	E	F*
All	20.9%	20.2%	46.8%	15.6%	9.9%	
Passed	24.7%	19.4%	48.4%	14.9%	8.3%	
Didn't Pass	17.2%	21.0%	45.2%	16.2%	11.5%	
<i>Gender Groups</i>						
Female	18.4%	19.3%	51.1%	17.1%	10.1%	
Male	22.8%	20.9%	43.7%	14.5%	9.7%	
<i>Race/Ethnicity Groups</i>						
Asian	19.9%	18.9%	49.8%	15.6%	11.5%	
African American	21.5%	20.5%	45.2%	16.9%	8.9%	
Hispanic	17.3%	21.3%	49.2%	15.2%	10.4%	
White	32.4%	17.4%	38.8%	16.0%	8.1%	
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	26.0%	17.4%	47.1%	12.5%	9.1%	
Economically Disadvantaged	17.1%	21.4%	49.4%	15.7%	10.6%	
English Learners	15.0%	21.5%	51.5%	15.5%	10.4%	
Disabilities	18.2%	22.7%	44.4%	17.7%	10.7%	

* Note: Responses to option "F" for Question 13 for the ELA questionnaire were lost after scanning. The correct information is being retrieved by Pearson and ETS and will be available for comparative analyses in next year's evaluation report.

Table C.97. Dealing strategies reported by 10th grade students to the CAHSEE requirements after the Math test in 2006

Group	Grade 10					
	A	B	C	D	E	F
All	40.1%	7.1%	44.3%	10.3%	6.7%	3.3%
Passed	48.0%	5.5%	42.0%	8.7%	5.0%	1.7%
Didn't Pass	14.2%	12.1%	51.6%	15.4%	12.3%	8.5%
<i>Gender Groups</i>						
Female	36.9%	5.9%	48.7%	11.3%	7.5%	3.0%
Male	43.3%	8.2%	39.8%	9.3%	6.0%	3.6%
<i>Race/Ethnicity Groups</i>						
Asian	55.4%	5.6%	35.5%	8.2%	3.5%	2.5%
African American	28.5%	9.9%	50.1%	15.7%	7.5%	3.5%
Hispanic	26.9%	8.4%	52.6%	11.3%	8.7%	4.8%
White	55.1%	5.1%	34.4%	8.3%	5.1%	1.7%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	55.5%	4.6%	37.2%	7.1%	4.1%	1.3%
Economically						
Disadvantaged	27.2%	8.8%	52.2%	11.9%	8.4%	5.1%
English Learners	17.0%	11.2%	54.1%	12.9%	9.8%	8.2%
Disabilities	21.2%	12.3%	46.7%	15.0%	9.4%	8.3%

Table C.98. Dealing strategies reported by 11th grade students to the CAHSEE requirements after the Math test in 2006

Group	Grade 11					
	A	B	C	D	E	F
All	17.5%	14.2%	48.8%	14.4%	12.2%	6.8%
Passed	21.9%	13.3%	50.3%	13.6%	11.3%	4.3%
Didn't Pass	13.7%	15.1%	47.5%	15.0%	13.0%	9.0%
<i>Gender Groups</i>						
Female	14.3%	13.0%	53.4%	15.8%	13.9%	6.4%
Male	20.6%	15.5%	44.4%	13.0%	10.6%	7.2%
<i>Race/Ethnicity Groups</i>						
Asian	22.4%	12.6%	47.0%	13.0%	10.2%	8.2%
African American	16.1%	15.6%	48.7%	17.7%	10.9%	5.4%
Hispanic	14.6%	14.4%	50.6%	13.3%	12.9%	7.7%
White	25.2%	13.1%	43.9%	15.1%	11.9%	5.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	20.4%	12.7%	49.2%	13.8%	12.9%	5.0%
Economically						
Disadvantaged	14.7%	14.6%	50.5%	14.0%	12.6%	8.0%
English Learners	14.3%	14.3%	50.7%	12.9%	11.6%	8.7%
Disabilities	15.7%	16.1%	45.7%	15.5%	11.3%	9.3%

Table C.99. Dealing strategies reported by 12th grade students to the CAHSEE requirements after the Math test in 2006

Group	Grade 12					
	A	B	C	D	E	F
All	16.8%	19.9%	43.7%	17.3%	11.8%	6.7%
Passed	19.6%	20.4%	45.3%	17.7%	11.3%	4.2%
Didn't Pass	14.3%	19.5%	42.3%	16.9%	12.2%	8.8%
<i>Gender Groups</i>						
Female	13.6%	19.9%	47.6%	19.6%	13.3%	5.8%
Male	19.8%	19.9%	40.1%	15.1%	10.3%	7.4%
<i>Race/Ethnicity Groups</i>						
Asian	25.4%	16.9%	33.9%	16.1%	11.9%	11.9%
African American	21.4%	16.1%	43.1%	15.5%	11.2%	7.1%
Hispanic	15.4%	21.6%	44.0%	19.4%	10.1%	5.5%
White	14.0%	20.5%	45.4%	16.2%	12.6%	7.3%
<i>Nondisadvantaged/Disadvantaged Groups</i>						
Nondisadvantaged	14.5%	20.8%	45.0%	17.0%	12.0%	7.2%
Economically						
Disadvantaged	20.0%	16.6%	43.2%	16.3%	11.3%	6.3%
English Learners	13.8%	20.7%	46.0%	16.7%	12.4%	7.3%
Disabilities	13.7%	20.5%	46.6%	15.3%	11.3%	7.4%